

EYFS Long term plan-F1

EYFS		AU1 – All about me	AU2 - Stories	SP1 - Transport	SP2 – Amazing animals	SU1 – Seaside	SU2 – Mini beasts
<p align="center">Communication & Language</p>	<p align="center">Speaking</p>	<p>-Listen and respond to simple instructions. (rules and routines) Vocabulary: good looking, good listening, instruction Key Knowledge: *Knows the good looking, good listening mantra *Knows that they must keep looking at the person giving the instruction</p>	<p>-Understand & act on longer sentences/ instructions e.g. find your coat (rules and routines) Vocabulary: good looking, good listening, instruction Key Knowledge: *Knows the good looking, good listening mantra *Knows that they must keep looking at the person giving the instruction *Can repeat the instruction back</p> <p>-Listen to simple stories & understand what is happening (picture prompts). Vocabulary: good looking, good listening, stories, answer, questions Key Knowledge: *Knows the good looking, good listening mantra *Knows that they must keep looking at the book or the person reading the story *Can respond with an action, one word answer or a comment</p>	<p>-Understand a question or instruction that has two parts, such as “Get your coat and wait at the door” Vocabulary: good looking, good listening, instruction Key Knowledge: *Know the good looking, good listening mantra *Knows that they must keep looking at the person giving the instruction *Can repeat both parts of the instruction back</p> <p>-Listen to other people’s talk with interest Vocabulary: good looking, good listening, answer Key Knowledge: *Knows the good looking, good listening mantra *Knows that they must keep looking at the person giving the instruction *Can respond with an action or a comment</p>	<p>-Understand simple questions about ‘who’ Vocabulary: question, answer, who Key Knowledge: *Knows that questions need an answer *Understands that ‘who’ is a person or a character in a story *Can say the name of the person or character</p> <p>-Understand simple questions about ‘what’ and ‘where’ Vocabulary: question, answer, what, where Key Knowledge: *Knows that questions need an answer *Can say what something is *Can say what someone or something is doing *Can say where someone or something is</p>	<p>-Understand ‘why’ questions Vocabulary: question, answer, why, because Key Knowledge: *Knows that questions need an answer *Can reply using the word ‘because’</p> <p>-Enjoy listening to longer stories and can remember much of what happens. Vocabulary: good looking, good listening, stories, re-tell, questions, main events Key Knowledge: *Knows that they must keep looking at the book or the person reading the story *Joins in with repeated words or actions *Answers simple questions about the main events (with picture prompts) *Can re-tell the main events (with picture prompts)</p>	

Speaking

-Copy your gestures and words.
Vocabulary: good looking, my turn, your turn
Key Knowledge:
 *Knows that they must keep looking at the person talking
 *Knows the 'my turn your turn' mantra

-Start to say how they are feeling (happy and sad), using words as well as actions.
Vocabulary: feelings, happy, sad
Key Knowledge:
 *Can point to the happy/sad face when asked
 *Can point to the happy/sad face to indicate how they are feeling
 *Can use the word 'happy' and 'sad' alongside the picture

-Be able to talk about familiar books (simple events)
Vocabulary: stories, fairy tales, characters
Key Knowledge:
 *Can name some key fairy tales (with picture prompts)
 *Can name some key characters in fairy tales (with picture prompts)
 *Can say what the fairy tale characters are doing (with picture prompts)
 *Can say what is happening in the story (with picture prompts)

-Develop their communication-using sentences of 2 to 3 words (*may continue to have problems with irregular tenses and plurals*)
Vocabulary: good looking, good listening, my turn, your turn, sentence fingers
Key Knowledge:
 *Can copy an adult using sentence fingers
 *Can respond to a question using sentence fingers
 *Can reply with a relevant comment

-Sing a large repertoire of songs and know many rhymes
Vocabulary: songs, sing, nursery rhymes
Key Knowledge:
 *Can join in with a selection of nursery rhymes
 *Can sing songs for certain daily routines e.g. the hello and goodbye song

-Begins to learn and pronounce multi-syllabic words (hippopotamus)
Vocabulary: word, my turn, your turn, split the word
Key Knowledge:
 *Can copy an adult clapping out a multi-syllabic word
 *Can repeat the word without clapping it out
 -Can start a conversation with an adult or a friend
Vocabulary: good looking, good listening, answer
Key Knowledge:
 *Knows that we must look at the person we are talking to
 *Knows that we must keep looking at the person we are talking to
 -Use a wider range of vocabulary
Vocabulary: words, my turn, your turn
Key Knowledge:
 *Can repeat key vocabulary alongside actions or pictures
 *Can repeat key vocabulary in context

-Be able to express a point of view (healthy eating)
 Debate when they disagree with an adult or a friend, using words as well as actions. (healthy eating)
Vocabulary: thumbs up, thumbs down, agree, disagree, I think..
Key Knowledge:
 *Can use the 'thumbs up, thumbs down' action to agree or disagree
 *Can copy an adult's opinion 'I think...'
 *Can use the sentence opener 'I think...' to say their own opinion
 -Use longer sentences of four to six words.
Vocabulary: good looking, good listening, my turn, your turn, sentence fingers
Key Knowledge:
 *Can copy an adult using sentence fingers
 *Can respond to a question using sentence fingers
 *Can reply with a relevant comment

-Be able to tell a long story (events in the story in order)
Vocabulary: story, re-tell, beginning, middle, end
Key Knowledge:
 *Can talk about the main events in the story
 *Can re-tell the events in chronological order
 -Can continue a conversation for many turns.
Vocabulary: good looking, good listening, answer
Key Knowledge:
 *Knows that we must look at the person we are talking to
 *Knows that we must keep looking at the person we are talking to
 *Knows that we take it in turns when talking to someone else
 -Use talk to organise themselves and their play (children thinking out loud)
Vocabulary: talk, I need, I want
Key Knowledge:
 *Uses talk to say what they need or want (I need the spade to dig the hole)
 *Uses talk to say what they are doing

Personal, Social & Emotional	Self-Regulation	<p>-Find ways of managing transitions, for example from their parent to their key person. Vocabulary: teacher, mummy, daddy, toilet, bag, bottle, coat Key Knowledge: *Know who my key person is *Know where I put my coat, bottle and bag *Know where the toilet is</p> <p>-Increasingly follow rules Vocabulary: good sitting, good looking and good listening, class rules Key Knowledge: *Knows the good sitting, good looking and good listening mantra *Knows the class rules</p>	<p>-Develop their sense of responsibility and membership of a community. (New intake-older children role model) -Do not always need an adult to remind them of a rule. Vocabulary: belong, class, classroom, class rules, Key Knowledge: *Knows that they 'belong' to a class *Knows the class rules *Knows that they must keep the classroom tidy *Knows they must look after each other</p> <p>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Vocabulary: feelings, happy, sad, angry, worried Key Knowledge: *Can point to the happy/sad/angry/worried face when asked *Can point to the happy/sad/angry/worried face to indicate how they are feeling *Can use the word 'happy', 'sad', 'angry', or worried alongside the picture</p> <p>-Understanding why rules are important. Vocabulary: good sitting, good looking and good listening, class rules Key Knowledge: *Can name some of the class rules (with picture prompts) *Can say why the class rules are important</p>	<p>-Develop appropriate ways of being assertive (stop, my turn) -Help to find solutions to conflicts and rivalries (be assertive, walk away/speak to adult) -Talk with others to solve conflicts (sharing is caring, my turn first) Vocabulary: stop, my turn, sharing is caring, help me please Key Knowledge: *Can use the 'stop' gesture along with the word 'stop' *Can use the 'my turn' mantra *Can use the 'sharing is caring' mantra *Knows they can move to another activity *Knows that an adult can help if the problem can't be solved</p>
	Managing Self	<p>-Select and use activities and resources, with help when needed to achieve a goal which is suggested Vocabulary: make it, play it, activity, help me please Key Knowledge: *Can choose a 'make it' activity with the help of an adult *Can choose a 'play it' activity with the help of an adult *Can complete a 'make it' activity with the help of an adult</p>	<p>-Select and use activities and resources, with developing independence to achieve a goal they have chosen Vocabulary: make it, play it, activity, independent Key Knowledge: *Can choose a 'make it' activity without the help of an adult *Can choose a 'play it' activity without the help of an adult *Can complete a 'make it' activity without the help of an adult</p>	<p>-Show more confidence in new social situations (going to the hall, big playground, library visit, local walk, school trips) Vocabulary: class rules, good behaviour Key Knowledge: *Can visit other parts of the school (outside the nursery base) following the class rules *Can go on local walks (outside the nursery base) following the class rules *Can go on a school trip following the class rules</p>

	Building Relationships	<p>-Develop a friendship with at least 1 close friend - Play with one or more other children Vocabulary: play, friend, good looking, good listening, talk, share, take turns Key Knowledge: *Can play alongside another child *Can maintain eye contact with another child whilst they are talking *Can listen to another child whilst they are talking *Can talk to another child during play *Can share and take turns with the help of an adult</p>	<p>-Develop friendships with other children Vocabulary: play, friend, good looking, good listening, talk, share, take turns Key Knowledge: *Can maintain eye contact with my close group of friends *Can listen to my close group of friends when they are talking *Can talk to my close group of friends *Can share and take turns with my close group of friends (with the help of an adult)</p> <p>-Begin to understand how others might be feeling Vocabulary: feelings, happy, sad, angry, worried, sorry Key Knowledge: *Knows the 4 basic feelings: sad, happy, angry, worried *Can point to a feelings picture when an adult asks how a peer may be feeling *Can say how a peer may be feeling using the 4 basic feelings (picture prompts may be used) *Can say sorry to an adult/peer when prompted</p>	<p>-Become more outgoing with unfamiliar people, in the safe context of their setting. Vocabulary: hello, goodbye, question, answer Key Knowledge: *Can wave or say hello/goodbye to an unfamiliar staff member in the nursery base *Can answer a question from an unfamiliar staff member *Can say hello/goodbye to visitors *Can answer a question from a visitor</p> <p>-Play with one or more other children extending and elaborating play ideas. Vocabulary: play, friend, good looking, good listening, talk, share, take turns Key Knowledge: *Can share the resources/play equipment with other children *Can talk about the resources/play equipment with other children *Can make up stories around the resources/play equipment</p>
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Physical Development	Gross Motor Skills	<p>-Use large-muscle movements to wave flags and streamers, paint and make marks. Vocabulary: hold, move, up, down, side to side Key Knowledge: *Can hold the equipment correctly *Can move the equipment up and down and from side to side * Can move the equipment around in big circles *Can use big chalk, thick pens and paint brushes to make marks</p>	<p>-Continue to develop their movement skills Vocabulary: copy, walking, running, rolling, crawling, jumping, climbing, skipping, hopping Key Knowledge: *Can copy the basic movement skills: walking, running, rolling, crawling, jumping, climbing, skipping, hopping *Can perform the basic movement skills (see above) on command</p> <p>-Are increasingly able to use & remember sequences & patterns of movements which are related to music & rhythm (body percussion) Vocabulary: copy, repeat, clap, fast, slow Key Knowledge: *Can copy/repeat single movements e.g. clap *Can copy/repeat multiple single movements e.g. clap, clap, clap *Can copy/repeat several different movements e.g. clap, stamp, nod *Can copy/repeat different tempos e.g. fast, fast, slow</p>	<p>-Choose the right resources to carry out their own plan. Vocabulary: make it, activity, resources, materials Key Knowledge: *Can select an activity to complete *Can point or say what resources they need to complete the activity *Chooses the appropriate resources to complete the activity</p> <p>-Continue to develop their balancing skills Vocabulary: balance, hold, freeze Key Knowledge: *Can stand on one leg for a brief period *Can hold a pose (musical statues) *Can walk across narrow planks or beams</p>	<p>-Go up steps and stairs, or climb up apparatus, using alternate feet. Vocabulary: climb, steps, stairs, apparatus Key Knowledge: *Can climb up steps or stairs using both feet (not alternate feet) *Can climb up or onto apparatus using both feet (not alternative feet) *Can use their arms to pull them up</p> <p>-Match their developing physical skills to tasks and activities in the setting. Vocabulary: copy, walking, running, rolling, crawling, jumping, climbing, skipping, hopping Key Knowledge: *Can perform the basic movement skills: walking, running, rolling, crawling, jumping, climbing, skipping, hopping *Can select the appropriate movement for the physical task</p>	<p>-Continue to develop their ball skills Vocabulary: Copy, ball, kick, throw, catch, roll, bounce Key Knowledge: *Can copy the basic balls skills: kicking, throwing, catching, rolling and bouncing *Can perform the basic balls skills on command: kicking, throwing, catching, rolling and bouncing</p> <p>-Start taking part in some group activities which they make up for themselves, or in teams Vocabulary: team, games Key Knowledge: *Can repeat group activities in teams</p>	<p>-Skip, hop, stand on one leg and hold a pose for a game like musical statues. Vocabulary: skip, hop, balance, hold, freeze Key Knowledge: *Can hold a pose still for 3 seconds without losing balance *Can skip around without losing balance *Can hop on the spot without losing balance</p> <p>-Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Vocabulary: team, teamwork, safely Key Knowledge: *With the help of an adult can work as a team to move large items *On command can work as a team to move large items safely *Knows how to hold/move large items safely (with the guidance of an adult)</p>
		<p>**This outcome, 'Continue to develop their riding skills' (scooters, trikes and bikes) is taught across the F1 year. It is important to note that these skills are developed independently during outdoor continuous provision</p>					

	<p style="text-align: center;">Fine Motor Skills</p>	<p>-Use one-handed tools and equipment with developing control (pens, pencils, paint brushes, spades) Vocabulary: pens, pencils, paint brushes, hold, grip, tools Key Knowledge: *Can hold the tool the right way round e.g nib/brush down-handle up *Can hold the tool firmly *Can continue to grip the tools while they are being moved</p>	<p>-Use a comfortable grip with good control when holding pens and pencils. Vocabulary: pens, pencils, hold, grip, tools Key Knowledge: *Can hold the pen/pencil the right way round (nib down) *Can hold a pen/pencil with a comfortable grip (tripod) -Making snips in paper with scissors with developing control Vocabulary: scissors, hold, grip, snips Key Knowledge: *Can hold the scissors correctly *Can keep their thumb on the top *Can make small snips</p>	<p>-Show a preference for a dominant hand. Vocabulary: left hand, right hand, tools Key Knowledge: *Reaches for objects with their dominant hand *Uses tools consistently in one hand (should not be swapping hands during the activity) -Start to eat independently and learning how to use a knife and fork (seaside picnic) Vocabulary: knife, fork, hold, grip, cut Key Knowledge: *Can hold the fork and knife correctly *Can use the fork to hold the food *Can move the knife back and forth to cut the food</p>
	<p style="text-align: center;">Healthy Lifestyles and Managing Self</p>	<p>-Be increasingly independent as they get dressed and undressed (coats/aprons on and off) Vocabulary: coat, apron, put on, take off, holes Key Knowledge: *Can hold the coat/apron the right way up with help *Can put my arms into my coat with help *Can put my arms through the holes in the apron with help -Learn to use the toilet with help Vocabulary: toilet, wipe, flush, wash hands, dry hands Key Knowledge: *Can pull my own trousers/tights/dress etc. up or down with help *Can sit on the toilet correctly with help *Can use the toilet paper to wipe myself with help *Can wash and dry my own hands with help</p>	<p>-Be increasingly independent as they get dressed and undressed (doing up zips) Vocabulary: coat, apron, put on, take off, holes, zip Key Knowledge: *Can hold the coat the right way up *Can put my arms into my coat *Can hold both parts of the zip *Can pull the zip parts together -Be increasingly independent in meeting their own care needs, using the toilet, washing and drying their hands thoroughly. Vocabulary: toilet, wipe, flush, wash hands, dry hands Key Knowledge: *Can pull my own trousers/tights/dress etc. up or down *Can sit on the toilet correctly *Can use the toilet paper to wipe myself *Can wash and dry my own hands -Make healthy choices about activity (exercise) and toothbrushing. Vocabulary: healthy, unhealthy, exercise, teeth, toothbrush, clean, brush Key Knowledge: *Knows that exercise keeps their body healthy *Knows how to keep their teeth healthy</p>	<p>-Make healthy choices about food, drink Vocabulary: healthy, unhealthy, food, drink, water Key Knowledge: *Can point to healthy/unhealthy food *Can sort healthy/unhealthy food *Can make some healthy choices for their picnic</p>

Literacy	Comprehension	<p>-Shares a book with an adult, or another child, or to look at alone. Vocabulary: share, book, story, book corner, library Key Knowledge: *Shows an interest in books e.g. will go into the book corner/class library *Can self-select a book *Can show the book to a friend or adult</p>	<p>-Have favourite books Vocabulary: book, story, fairy tale, favourite, book corner, library Key Knowledge: *Can point to/say the title of their favourite book from a selection of familiar books (read as part of the topic) *Can point to/say the title of their favourite books from the book corner/class library</p> <p>-Repeat words & phrases from familiar stories Vocabulary: words, copy, my turn, your turn, fairy tale Key Knowledge: *Can repeat words and phrases on command *Can repeat words/phrases with a picture prompt or partial model</p> <p>-Develop play around favourite stories using props Vocabulary: play, story, words, fairy tale, act out, Key Knowledge: *Can use props to act out parts of familiar stories *Can use key vocabulary in their play *Can use repeated words/phrases in their play</p>	<p>-Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Vocabulary: writing, words, letters, numbers, logos, name Key Knowledge: *Can point to numbers *Can point to words *Can distinguish between numbers and words *Can name some common logos *Can find their name</p>	<p>-Understand the five key concepts about print: 2. names of the different parts of a book 4. page sequencing 5. we read English text from left to right and from top to bottom Vocabulary: title, front cover, back cover, pages, front, back Key Knowledge: *Can name the different parts of a book: front cover, back cover, title, pages *Understands that books are read from front to back *Knows that we read text from left to right *Knows that we read text from the top to the bottom</p>	<p>-Understand the five key concepts about print: 1. print has meaning 3. print can have different purposes Vocabulary: book, hold, right way, wrong way, words, pictures Key Knowledge: *Can hold the book the right way *Can identify print *Can identify pictures *Understands that print represents words</p>	<p>-Engage in extended conversations about stories, learning new vocabulary. Vocabulary: story, re-tell, beginning, middle, end, characters *Can name and talk about the characters in the story *Can talk about the main events in the story *Can re-tell the events in chronological order *Can use repeated words/phrases from the story</p>
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	Word Reading		<p>-Develop their phonological awareness, so that they can: - spot and suggest rhymes Vocabulary: rhyme, rhyming, match Key Knowledge: *Can repeat rhyming words (with picture prompts) *Can match 2 rhyming pictures *Can say 2 rhyming words (with picture prompts)</p>	<p>-Develop their phonological awareness, so that they can clap syllables in a word Vocabulary: copy, repeat, clap, syllable Key Knowledge: *Can copy/repeat a syllable clap *Can clap their name in syllables *Can clap 1/2/3 syllable words with picture prompts</p>	<p>-Develop their phonological awareness, so that they - can recognise words with the same initial sound, such as money and mother Vocabulary: sound, first sound Key Knowledge: *Can repeat/copy 2 words with the same initial sound (using objects/pictures) *Can identify 2 objects/pictures (from 3) with the same initial sound *Can sort a group of objects with the same initial sound (Silly soup)</p>	
	Writing	<p>-Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Vocabulary: picture/drawing, mark making, write, writing Key Knowledge: *Can point to their picture/drawing *Can make marks, shapes or letter shapes under their picture *Can point to their writing *Can say what their writing says</p>	<p>-Make marks on their picture to stand for their name. Vocabulary: picture/drawing, mark making, write, writing, name Key Knowledge: *Can point to their picture *Knows that each piece of work needs their name *Can make marks, shapes or letter shapes that represent their name</p>	<p>-Write some letters of their name. Vocabulary: name, letters, writing Key Knowledge: *Can find their name card *Can trace over their name *Can write the first letter at least 2 more in their name -Enjoy drawing freely (pen disco) Vocabulary: pencil, draw, picture, shape, copy, pen Key Knowledge: *Can hold the pen/pencil the right way round (nib down) *Can hold a pen/pencil with a comfortable grip (tripod) *Can copy a modelled shape *Can draw own picture</p>	<p>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Vocabulary: picture, writing, letters, first sound Key Knowledge: *Knows the difference between a picture and writing *Uses letter shapes or letters to represent words *Can write the initial sound for a picture when given a choice of 2 letters</p>	<p>-Write all their name. Vocabulary: name, letters, writing Key Knowledge: *Can identify their name *Can write the letters in their name in the correct order -Write some letters accurately. Vocabulary: name, letters, writing Key Knowledge: *Can copy letters modelled by an adult *Can copy letters underneath a model *Can write their name</p>

Mathematics	Numerical Patterns	<p>-Compare amounts, saying 'lots', 'more' or 'same'. Vocabulary: lots, more, same Key Knowledge: *Can point to the set of objects that has more *Can indicate when 2 sets are the same using the word 'same' or an action *Can use the word 'more' to describe the greater amount</p> <p>-Explore 2D shapes Vocabulary: shapes, square, circle, rectangle, triangle Key Knowledge: *Can copy pictures using 2D shapes *Can name the square, rectangle, triangle and circle *Can choose shapes for particular purposes e.g. triangle for roof</p>	<p>-Compare sizes using gesture and language (big/small) -Make comparisons between objects relating to size Vocabulary: big, small, size Key Knowledge: *Can point to the big or small object (2 different sized objects) *Can use the words 'big' and small alongside an action to describe 2 different sized objects</p> <p>-Notice patterns and arrange things in patterns. Vocabulary: pattern, repeated pattern, ABAB Key Knowledge: *Can talk about the colours in an ABAB pattern *Can copy an ABAB pattern *Can continue an ABAB pattern</p> <p>-Combine shapes to make new ones – an arch, a bigger triangle etc. Vocabulary: shapes, square, circle, rectangle, triangle, flat, bigger, smaller Key Knowledge: *Can fit shapes together</p>	<p>-Talk about 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Vocabulary: Key Knowledge: *Can make pictures using 2D shapes *Can name the square, rectangle, triangle and circle *Can use informal language to describe the shapes e.g. round, flat *Can use mathematical language 'sides' and 'corners' to describe the shapes</p> <p>-Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. (transport) Vocabulary: shapes, square, circle, rectangle, triangle, flat, build Key Knowledge: *Can name the square, rectangle, triangle and circle *Can use 2D and 3D shapes to build models/pictures *Can choose shapes for particular purposes e.g. triangle for roof</p> <p>-Understand position through words alone – for example, "The bag is</p>	<p>-Compare weights using gesture and language (heavy and light) -Make comparisons between objects relating to weight Vocabulary: heavy, light, balance scale, weigh *Can use a balance scale correctly *Can point to the heavy or light object (2 different weighted objects) *Can use the words 'heavy' and 'light' alongside an action to describe 2 different weighted objects</p> <p>-Compare sizes using gesture and language (tall/short/long) Make comparisons between objects relating to length and height Vocabulary: tall, short, long *Can point to the long or short object/tall or short objects (2 different length objects) *Can use the words 'long/tall' and short alongside an action to describe 2 different length objects</p> <p>-Talk about and identifies the patterns around them.</p>	<p>-Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Vocabulary: shapes, sides, corners, straight, flat, round *Can use 3D shapes to build models *Can use informal language to describe the shapes e.g. round, flat *Can use mathematical language to name some 3D shapes</p> <p>-Make comparisons between objects relating to capacity Vocabulary: full, empty, container *Can point to a full or empty container (2 different capacities) on command *Can fill different containers to show 'full' and 'empty' *Can say if a container is full/empty</p>	<p>-Describe a familiar route. -Discuss routes & locations Vocabulary: in, on, under, behind, over Key Knowledge: *Can follow a route on command *Can use key words to describe the route</p> <p>-Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Vocabulary: order, first, next, then Key Knowledge: *Can put a familiar sequence of events in the correct order *Can use key words to describe the sequence of events e.g. first I brush my teeth, then...</p> <p>-Compare quantities using language: 'more than', 'fewer than'. Vocabulary: more than, fewer than, same Key Knowledge: *Can point to the set of objects that has more or fewer *Can indicate when 2 sets are the same using the word 'same' or an action *Can use the words 'more' or 'fewer' to</p>
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			<p>*Can say if the shape is the same or different e.g. is it bigger/smaller, has it made a new shape (2 rectangles making a square)</p>	<p>under the table,” – with no pointing Vocabulary: in, on, under, behind Key Knowledge: *Can place an object in the correct position *Can say where the object has been positioned</p>	<p>-Extend and create ABAB patterns – stick, leaf, stick, leaf Notice and correct an error in a repeating pattern. Vocabulary: pattern, repeated pattern, ABAB Key Knowledge: *Can talk about ABAB patterns *Can continue an ABAB pattern *Can create own ABAB pattern *Can spot an error in an ABAB pattern and correct it practically</p>		<p>describe the lesser/greater amount</p>
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	<p>Number</p>	<p>-Count in everyday contexts, sometimes skipping numbers - '1-2-3-5' Vocabulary: count, numbers, Key Knowledge: *Can count objects to 5 with an adult *Knows that counting starts from the number 1</p>	<p>-Say one number for each item in order: 1,2,3,4,5 Vocabulary: count, numbers, order Key Knowledge: *Can touch each object once *Can say a number for each object *Can say the numbers in order</p> <p>-Show 'finger numbers' up to 5. Vocabulary: count, finger numbers, order Key Knowledge: *Can copy finger numbers *Can count a number onto each finger *Can say a number for each finger *Can say the numbers in order</p> <p>-Fast recognition of up to 3 objects, without having to count them individually ('subitising') Vocabulary: subitise Key Knowledge: *Can look carefully at the objects</p>	<p>-Recite numerals to 5 (recognising the numeral) Vocabulary: count, numbers, order Key Knowledge: *Knows that counting starts from the number 1 *Can point to each numeral (in order) *Can say a number for each numeral *Can say the numbers in order</p> <p>-Recite numbers past 5 Vocabulary: count, numbers, order Key Knowledge: *Knows that counting starts from the number 1 *Can say the numbers in order</p> <p>-Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Vocabulary: count, numbers, order last number Key Knowledge: *Can touch each object once *Can say a number for each object *Can say the numbers in order *Knows that the total is the last number counted</p>	<p>-Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Vocabulary: count, numbers, order, match Key Knowledge: *Can recognise numerals to 5 (random) *Knows that counting starts from one *Can count out one object at a time *Can say a number for each object *Can say the numbers in order</p> <p>-Experiment with their own symbols and marks as well as numerals Vocabulary: numbers, writing Key Knowledge: *Can trace over numbers (1-5) *Can write a number underneath a model (1-5) *Can mark make 'number like' numerals</p>	<p>-Solve real world mathematical problems with numbers up to 5. Vocabulary: count, numbers, order, match Key Knowledge: *Knows what Math skill is needed to solve a problem e.g. how many pencils do we need for our group</p>
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Understanding the World	Past & Present	<p>-Begin to make sense of their own life-story and their immediate family Vocabulary: me, family, mum, dad, brother, sister, same, different Key Knowledge: *Can point/name the people who live in my house *Can draw pictures of the people who live in my house *Can say what the people in my house do in simple terms e.g. daddy cooks, mummy baths me etc... *Can act out familiar experiences/routines in the home corner</p>				<p>-Begin to make sense of their family's history Vocabulary: me, family, mum, dad, brother, sister, younger, older Key Knowledge: *Can name/talk about the people in their family *Can say if the family members are younger or older</p>	
	People, Culture & Communities	<p>-Make connections between the features of their family and other families. -Notice differences between people. Vocabulary: family, mum, dad, brother, sister, same, different Key Knowledge: *Can point to or name the people who live in my house *Can say if two different families look the 'same' or 'different' *Can name some physical features that look the same or different</p>	<p>-Continue to develop positive attitudes about the differences between people (Diwali/Christmas) Vocabulary: celebration, Diwali, Christmas, same, different Key Knowledge: *Can talk about/name key customs in the Diwali celebration e.g. praying, family meal, fireworks, presents etc.. *Can talk about/name key customs in the Diwali celebration e.g. praying, family meal, presents etc.. *Can say if their celebration is the same or different</p>	<p>-Continue to develop positive attitudes about the differences between people (Chinese New Year) Vocabulary: celebration, Chinese New Year, same, different Key Knowledge: *Can talk about/name key customs in the Chinese New Year celebration e.g. praying, family meal, fireworks, presents etc.. *Can say if their celebration is the same or different -Show interest in different occupations. Vocabulary: jobs Key Knowledge: *Can repeat the name of different occupations (with pictures) *Can point to or say which occupation they would like to do</p>	<p>-Continue to develop positive attitudes about the differences between people (EID) Vocabulary: celebration, Eid, same, different Key Knowledge: *Can talk about/name key customs in the Eid celebration e.g. praying, family meal, presents etc.. *Can say if their celebration is the same or different -Know that there are different countries in the world Vocabulary: Leicester, England, country Key Knowledge: *Knows that they live in England *Knows that England is a country *Can name at least one other country</p>	<p>-Talk about the differences they have experienced or seen in photos. (compare different seaside places) Vocabulary: Seaside, beach, same, different Key Knowledge: *Can talk about what they can see in the seaside photograph/picture *Can say what is happening in the seaside photograph/picture *Can say if the 2 locations look the same or different</p>	

The Natural World

-Talk about the differences between materials and changes they notice (cooking porridge)
Vocabulary: porridge, cooking, heating, change, cold, hot
Key Knowledge:
 *(Using key words) Can describe the porridge before cooking
 *Can say what is happening to the porridge during the cooking process
 *(Using key words) Can describe the porridge after cooking

-Explore how things work.
Vocabulary: vehicles, wheels, wings, move, roll
Key Knowledge:
 *Knows the names of different vehicles
 *Knows that vehicles move
 *Knows that vehicles move in different ways
 -Explore and talk about different forces they can feel (pushes and pulls)
Vocabulary: push, pull, move, moves away, comes to
Key Knowledge:
 *Knows that pushes and pulls makes things move
 *Knows that pushes move away
 *Knows that a pull comes towards

-Begin to understand the need to respect & care for the natural environment
Vocabulary: care, hurt, animals, plants, trees, tidy
Key Knowledge:
 *Knows that the classroom & playground must be kept tidy
 *Knows that we should care for and never hurt animals
 *Knows we should care for and never hurt plants and trees
 -Plant seeds and care for growing plants.
Vocabulary: plant, seeds, stem, flower, roots, leaf, sunlight, water, grow
Key Knowledge:
 *Can name the parts of a plant-stem, flower, roots, leaf
 *Knows that a plant needs sunlight and water to grow
 -Understand the key features of the life cycle of a plant
Vocabulary: plant, life cycle, seed, die
Key Knowledge:
 *Knows that plant life starts with a seed
 *Knows that a plant grows from a seed
 *Knows that the plant dies

-Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.
Vocabulary: materials, hard, soft, bumpy, shiny, rough, same, different
Key Knowledge:
 *Knows the 5 senses
 *Knows that materials can be similar or different
 -Talk about the differences between materials and changes they notice (melting ice-cream)
Vocabulary: melt, melting, dripping, cold, change
Key Knowledge:
 *Can describe the ice-cream before melting
 *Can say what is happening to the ice-cream during the melting process
 *Can describe the ice-cream after melting

-Understand the key features of the life cycle of an animal (butterfly)
Vocabulary: life cycle, butterfly, egg, caterpillar,
Key Knowledge:
 *Knows that the life of a butterfly starts with an egg
 *Knows that a caterpillar comes out of the egg
 *Knows that a caterpillar turns into a butterfly
 *Knows that butterflies lay eggs
 -Begin to understand the need to respect and care for all living things.
Vocabulary: care, hurt, teachers, friends, animals, plants, trees
Key Knowledge:
 *Knows that we should care for and never hurt our teachers and friends
 *Knows that we should care for and never hurt animals
 *Knows we should care for and never hurt plants and trees

		<p>On-going Natural world (Science) skills: - Explore materials with different properties. -Explore natural materials, indoors and outside. -Explore and respond to different natural phenomena in their setting and on trips. -Talk about what they see, using a wide vocabulary. Vocabulary: Explore, notice, look closely, feel/touch, smell, taste, materials, different, same Key Knowledge: *Using key words, can talk about different materials *Know what a plant is *Can identify/name trees, plants, bushes, grass *Can name a variety of animals *Can say what is happening</p>					
Expressive, Arts & Design	Creating with Materials	<p>-Explore different materials freely Vocabulary: pens, pencils, crayons, paint, playdough, draw, paint Key Knowledge: *Can use pens, pencils and crayons to mark make *Can use paint, pencils, pens to draw/paint pictures *Can use playdough to make models</p>	<p>-Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Vocabulary: draw, paint, happy, sad Key Knowledge: *Can draw/paint a smile to show happiness *Can draw/paint a frown to show sadness</p>	<p>-Develop their ideas about how to use materials and what to make. -Develop their own ideas & decide which materials to use to express them. Vocabulary: make it, materials, resources, ideas Key Knowledge: *Can say what they are going to make *Can point to or name the materials they will need *Can say how they will use the materials *Can complete their planned idea -Join different materials Vocabulary: materials, join, fix, stick Key Knowledge: *Knows that 2 materials can be joined together *Knows that glue, Sellotape, split pins etc...can be used to join materials together *Knows that the 2 materials have to be joined securely</p>	<p>-Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. Vocabulary: draw, picture, lines, circle, square, rectangle, shape, face Key Knowledge: *Can draw circles and oval shapes *Can draw 2 eyes and a mouth inside the circle or oval shape *Can add 2 legs and 2 arms onto the circle or oval shape *Can draw squares or rectangles to represent houses</p>	<p>-Explore different textures. Vocabulary: materials, hard, soft, bumpy, shiny, rough, same, different Key Knowledge: *Knows that some materials feel different, and some feel the same *Can use some key words to describe the materials -Explore colour and colour-mixing (ice-cream cones) Vocabulary: Red, yellow, blue, purple, orange, green, colour mixing, mix Key Knowledge: *Know the names of prime colours *Know how to mix colours *Know the names of the colours after mixing</p>	<p>-Use drawing to represent ideas like movement or loud noises. Vocabulary: draw, move, loud, noises Key Knowledge: *Can use a pen, pencil or paint brush to mark make *Can show movements on paper, by moving my pen, pencil, crayon, paintbrush up and down/left and right *Can show loud noises by making marks on paper</p>

Being Imaginative & Expressive

-Take part in simple pretend play, using an object to represent something else even though they are not similar.
Vocabulary: pretend, act out
Key Knowledge:
 *Can copy/act out familiar actions
 *Can use familiar objects in pretend play

-Listen with increased attention to sounds (sound walk).
Vocabulary: good listening, sounds, noises
Key Knowledge:
 *Can stand still on command
 *Can listen carefully without talking for a minimum of 1 minute
 *Can name the sounds

-Remember and sing entire songs.
Vocabulary: Nursery rhyme, sing, song,
Key Knowledge:
 *Knows a selection of nursery rhymes
 *Knows songs for certain daily routines e.g. the hello and goodbye song
 *Knows a selection of songs related to the 'stories' topic

-Sing the pitch of a tone sung by another person ('pitch match').
 -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
Vocabulary: Sing, pitch, melody
Key Knowledge:
 *Learn the words and actions to songs
 *Copy the pitch after an adult has sung it first
 *Can sing high or low tones
 * Can copy a melody
 * Can sing at the right volume
 *Can sing as a group

-Play instruments with increasing control to express their feelings and ideas.
Vocabulary: maracas, drum, tambourine, bells
Key Knowledge:
 *Knows how to hold musical instruments correctly
 *Knows how to use musical instruments correctly

-Create their own songs, or improvise a song around one they know.
Vocabulary: sing, song
Key Knowledge:
 *Can sing a selection of familiar songs
 *With the help of an adult, can replace words to change the song e.g. old MacDonald had a zoo
 *With the help of an adult, can perform the song

-Make imaginative & complex 'small worlds' with blocks & construction kits.
 -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
Vocabulary: small world, build, city, buildings, park
Key Knowledge:
 *Can use equipment to build familiar places e.g. parks, homes, etc...
 *Can use dolls, animals to act out familiar actions in the small world
 *Can narrate what is happening in the small world activities

-Respond to what they have heard, expressing their thoughts and feelings. (flight of a bumblebee)
Vocabulary: Flight of the bumblebee, listen, move, feel
Key Knowledge:
 *Can listen carefully to a piece of music
 *(with the help of pictures) can say which insect it reminds them of
 *Can move like a bee, in time with the piece of music
 *Can say how the piece of music makes them feel

SEND – Adaptive Teaching	<ul style="list-style-type: none"> ➤ Adjust the level of challenge ➤ Targeted support from a TA ➤ Clarify/simplify a task or provide pictorial steps with visual representations (objects, pictures, signs, photos) ➤ Provide worked (completed) and partially completed examples. ➤ Re-explain a concept or explain it in a different way ➤ Give additional (or revisit) examples ➤ Use collaborative learning (everyone must participate – give them roles) ➤ Provide additional scaffolds ➤ Set clear targets/expectations ➤ Provide prompts/sentence stems ➤ Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) ➤ Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities) ➤ Provide vocabulary with visual images ➤ Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration ➤ Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. ➤ Pre-teach vocabulary, key content etc.
Strategies to stretch and challenge	<ul style="list-style-type: none"> ➤ Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly ➤ Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas ➤ Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking ➤ Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution ➤ Mastery - more intensive teaching, small group discussions ➤ Differentiated success criteria/choice of task – offer a choice of tasks with a different level of challenge ➤ Feedback – framing feedback so pupils must take responsibility for improving their own learning