

<b>Cycle A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Whole school Global Theme</b>	<b>Culture, community and development</b> (identity and association)	<b>Conflict and resolution</b> (relationships and mediation)	<b>Awe and wonder</b> (Intrigue and curiosity)	<b>Integrity, honesty and difference</b> (Appreciation)	<b>Analyse and Evaluate</b> (Exploration, trust and safety)	<b>Changing</b> (Transition)
<b>Theme name and question</b>	<b>Who are you?</b>	<b>What difference can 1 person make?</b>	<b>Would you rather be a fish, reptile, bird or amphibian?</b>	<b>What materials build a strong home?</b>	<b>What is a plant?</b>	<b>Which countries make up the United Kingdom?</b>
<b>Curriculum Team focus</b>	Health and Well Being	Health and Well Being	Creativity and Expression	Creativity and Expression	Innovation and Enterprise Creativity and Expression	Culture and Community
<b>Subjects covered across half term</b>						
<b>Experiences to support knowledge acquisition</b>	Autumn Walk around local area.	Christmas Nativity Trip to church	Spring walk around local area	Local Library Invite local author	Bradgate park? Beacon hill? Outwoods? Botanical Gardens in Leicester or Birmingham.	Transport museum (Coventry, Derby) Great central railway.
<b>Potential Writing outcomes</b>	Labels Captions Recounts Short biography Repetitive lines linked to poems	Fact file about the significant person. Diary entry Information text	Story with repetitive pattern Poetry Signs Labels Captions Fact file Poster	Story mapping Short story Shared writing Writing in role Character description	Information leaflet Instructions Labels Recipe Story map Alternative story Descriptive annotations	Information text Story maps Recount Postcards Letters
<b>Grammar objectives</b>	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives
<b>ELG Communication and language</b>	<b>Speaking</b> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
<b>ELG Physical Development</b>	<b>Fine Motor Skills</b> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;					
<b>ELG Literacy</b>	<b>Writing</b> Children at the expected level of development will:					

	<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>					
<p><b>ELG Expressive arts and design</b></p>	<p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> </ul>					
<p><b>Reading Skills (not objectives)</b></p>	<p><b>Phonics and Spelling</b> To apply phonics to decode. To blend and segment sounds. To know the 40+ graphemes To know the common exception words for year 1. To read words with more than 1 syllable. To read contractions (I'm, I'll) To read words with suffixes (ing, ed, es, er,,est) To read words with the prefix (un) To spell days of the week. To spell words phonetically</p> <p><b>Range of Reading</b> To reread text to increase fluency To listen and discuss a variety of books. To check and correct reading if inaccurate.</p> <p><b>Inference and Prediction</b> To link what they have read to their own experience. To discuss meaning of titles and events. To predict what will happen next based on based on what they have read so far.</p> <p><b>Retrieval</b> To retrieve information from text with guidance. Use pictures to help retrieve information.</p> <p><b>Summarise and sequence</b> To retell the main events in a story. To order pictures from the story in the correct order.</p> <p><b>Explain</b> To explain their understanding of a story which is read to them.</p> <p><b>Connections</b> To make connections to words known.</p>	<p><b>Phonics and Spelling</b> To apply phonics to decode. To blend and segment sounds. To know the 40+ graphemes To know the common exception words for year 1. To read words with more than 1 syllable. To read contractions (I'm, I'll) To read words with suffixes (ing, ed, es, er,,est) To read words with the prefix (un) To spell days of the week. To spell words phonetically</p> <p><b>Range of Reading</b> To reread text to increase fluency To listen and discuss a variety of books. To check and correct reading if inaccurate.</p> <p><b>Inference and Prediction</b> To link what they have read to their own experience. To discuss meaning of titles and events. 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<b>Texts to be used</b>	Ruby's worry Poetry- linked to the senses NF books about The body.	Little People BIG DREAMS- Rosa Parks Little People BIG DREAMS- Florence Nightingale	We're Going on a Bear Hunt Potery-The Puffin Book of Fantastic First NF books about animals	NF book about materials Traditional tales-The Three Little Pigs Poetry-This is the house that Jack built.	Errol's Garden The Gigantic Turnip NF books about plant Poetry based on plants	The Lonely Beast The Train Ride NF books-atlases Poetry based on travel
<b>ELG Communication and language</b>	<b>Listening, Attention and Understanding</b> 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.					
<b>ELG Literacy</b>	<b>Comprehension</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  <b>Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					
<b>ELG Expressive arts and design</b>	<b>Creating with Materials</b> - Make use of props and materials when role playing characters in narratives and stories.					
<b>Retrieval opportunities form previous years learning</b>						
<b>Maths Objectives WRM Year 1</b>	<ul style="list-style-type: none"> <li>Number: Place Value (within 10)</li> <li>Number: Addition and Subtraction (within 10)</li> </ul>	<ul style="list-style-type: none"> <li>Number: Addition and Subtraction (within 10)</li> <li>Geometry- Shape</li> <li>Number: Place Value (within 20)</li> </ul>	<ul style="list-style-type: none"> <li>Number: Addition and Subtraction (within 20)</li> <li>Number: Place Value (within 50)</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Length and Height</li> <li>Measurement: Weight and volume</li> </ul>	<ul style="list-style-type: none"> <li>Number: Multiplication and Division</li> <li>Number: Fractions</li> <li>Geometry: Position and Direction</li> </ul>	<ul style="list-style-type: none"> <li>Number: Place Value (within 100)</li> <li>Measurement: Money</li> <li>Measurement: Time</li> </ul>
<b>Maths Objectives</b>	<ul style="list-style-type: none"> <li>To identify and represent numbers using objects and pictorial representations including the number line</li> <li>To identify one more and one less with given number</li> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>To solve one-step problems that involve addition and</li> </ul>	<ul style="list-style-type: none"> <li>To read and write numbers from 1 to 20 in numerals and words.</li> <li>To use the language of: equal to, more than, less than (fewer), most, least</li> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>To solve one-step problems that involve addition and subtraction, using concrete objects and</li> </ul>	<ul style="list-style-type: none"> <li>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and</li> </ul>	<ul style="list-style-type: none"> <li>To compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]</li> <li>To compare, describe and solve practical problems for: * mass/weight [e.g. heavy/light, heavier than, lighter than]</li> <li>To compare, describe and solve practical problems for: * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]</li> <li>To compare, describe and solve practical problems for: * time [e.g. quicker, slower, earlier, later]</li> <li>To measure and begin to record: lengths and height, mass/weight,</li> </ul>	<ul style="list-style-type: none"> <li>To count in multiples of twos, fives and tens (copied from Number and Place Value)</li> <li>To solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>To solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>To sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>To measure and begin to record: lengths and height, mass/weight, capacity and volume, time (hours, minutes, seconds)</li> <li>To recognise and know the value of different denominations of coins and notes</li> </ul>

	subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = * - 9$	pictorial representations, and missing number problems such as $7 = * - 9$ <ul style="list-style-type: none"> <li>To recognise and name common 2-D and 3-D shapes, including:                     <ul style="list-style-type: none"> <li>* 2-D shapes [e.g. rectangles (including squares), circles and triangles]</li> <li>* 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].</li> </ul> </li> </ul>	related subtraction facts within 20 <ul style="list-style-type: none"> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> </ul>	capacity and volume, time (hours, minutes, seconds)	<ul style="list-style-type: none"> <li>To recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>To know left and right</li> <li>To describe position, direction and movement, including half, quarter and three-quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>To recognise and use language relating to dates, including days of the week, weeks, months and years</li> </ul>
<b>Maths Objectives WRM Reception</b>	<ul style="list-style-type: none"> <li>Baseline</li> <li>Just like me!</li> <li>It's me 1,2,3!</li> </ul>	<ul style="list-style-type: none"> <li>It's me 1,2,3!</li> <li>Light and Dark</li> </ul>	<ul style="list-style-type: none"> <li>Alive in 5!</li> <li>Growing 6,7,8</li> </ul>	<ul style="list-style-type: none"> <li>Building 9 and 10</li> <li>Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>To 20 and beyond</li> <li>First, then, now</li> </ul>	<ul style="list-style-type: none"> <li>Find my pattern</li> <li>On the move</li> </ul>
<b>ELG Mathematics</b>	<p><b>Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
<b>Art Objectives</b>	<ul style="list-style-type: none"> <li>To name, match and draw lines/marks from observations.</li> <li>To experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal, ballpoints, chalk</li> <li>To use lines, changing the size of brushes in response to ideas (link to Kandinsky ).</li> </ul>	<ul style="list-style-type: none"> <li>To apply decorations using beads/ buttons/feathers with glue or by stitching.</li> <li>To cut and shape fabric using scissor snips.</li> <li>To know primary colours by name (Red, blue, yellow). (link to Mondrian)</li> </ul>	<ul style="list-style-type: none"> <li>To know primary colours by name (Red, blue, yellow).</li> <li>To use lines, changing the size of brushes in response to ideas. (linked to work by Steven Brown)</li> <li>To experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal, ballpoints, chalk</li> </ul>	<ul style="list-style-type: none"> <li>To use simple graphics package to create images and effects with.</li> <li>To record information using digital cameras, video recorders.</li> <li>To name, match and draw lines/marks from observations.</li> <li>To draw shapes in-between objects.</li> </ul>	<ul style="list-style-type: none"> <li>To control the types of marks made with a range of materials.</li> <li>To use a simple graphics package to create images and effects with.</li> <li>To create shapes using eraser. Shape and fill tool.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use tools safely.</li> <li>To arrange and glue materials to create an image using a range of materials</li> <li>To explore ideas using digital sources e.g internet and cd roms.</li> <li>To sort and group materials for different purposes.</li> </ul>

<b>ELG Physical Development</b>	<p><b>Fine Motor Skills</b>                  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>					
<b>ELG Expressive arts and design</b>	<p><b>Creating with Materials</b>                  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> </ul>					
<b>Music Objectives</b>	<ul style="list-style-type: none"> <li>• To sing nursery rhymes and use their voices confidently.                             <ul style="list-style-type: none"> <li>• To identify difference sound sources.</li> <li>• To know 5 rhythms or songs by heart.</li> </ul> </li> <li>• To accompany a chant or song by clapping the pulse or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• To recall and remember short songs, sequences and patterns and sounds.</li> <li>• To sing songs expressively.</li> <li>• To handle and play instruments with control.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow pitch movements with their hands to use high, low, and middle voices.</li> <li>• To identify how sounds can be made.</li> <li>• To identify different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To play instruments in different ways and create sound effects.</li> <li>• To handle and play instruments with control.</li> <li>• To contribute to the creation of a class composition.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing with awareness of rhythm and pulse control.</li> <li>• To perform a given pulse.</li> <li>• To recognize phase lengths and know when to breathe,</li> </ul>	<ul style="list-style-type: none"> <li>• To create and choose sounds in response to a given stimulus.</li> <li>• To change sounds to reflect a different-stimuli.</li> <li>• To identify long and short sounds in music.</li> </ul>

<b>ELG Expressive arts and design</b>	<p><b>Being Imaginative and Expressive</b>                  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>					
<b>Geography Objectives</b>			<ul style="list-style-type: none"> <li>• To know simple directional language.</li> <li>• To identify landmarks from photos and place on a local map.</li> <li>• Use geographical vocab to describe the human features of an area.</li> </ul>		<ul style="list-style-type: none"> <li>• To use simple compass directions to describe features on a map.</li> <li>• To know the main difference between living in cities, towns and villages.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that UK is surrounded by the channel, North Sea, Atlantic, Irish Sea.</li> <li>• To use world maps and locate UK and its surrounding areas.</li> </ul>
<b>ELG Understanding the world</b>	<p><b>People Culture and Communities</b>                  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>					
<b>History Objectives</b>	<ul style="list-style-type: none"> <li>• To identify changes within living memory.</li> <li>• To use common words and phrases about the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the lives of significant individuals in the past who have contributed to national and international achievements. (Rosa Parks and Florence Nightingale)</li> </ul>			<p>To look at significant historical events, people and places in their locality. (1221 The Loughborough Fair 800th anniversary; 1923 Carillon; 1839 Hosiery Industry began - The Sock Man; 1859 The Bell Foundary.)</p> <p><b>need to separate into year 1 and year 2</b></p>	
<b>ELG Understanding the world</b>	<p><b>Past and Present</b>                  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
<b>Science Objectives</b>	<ul style="list-style-type: none"> <li>• <b>Animals</b></li> <li>• To know the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Everyday materials</b></li> <li>• To distinguish between an object and the material from which it is made.</li> <li>• To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animals</b></li> <li>• To know a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Everyday materials</b></li> <li>• To compare and group a variety of objects and living things into simple groups looking at their similarities and differences (materials and differences)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Plants</b></li> <li>• To know how seeds and bulbs grow into mature plants.</li> <li>• To know that plants need water/light and a suitable temp to stay healthy.</li> <li>• To give a verbal prediction for what they think may happen when observing a change over time.</li> <li>• To know a variety of common garden plants including deciduous and evergreen trees.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Season changes</b></li> <li>• To observe changes over four seasons.</li> <li>• To observe and discuss weather associated with each season.</li> <li>• To observe and discuss change over time using simple equipment.</li> </ul>

					<ul style="list-style-type: none"> <li>To know the basic structure of common flowering plants and trees.</li> </ul>	
<b>ELG Understanding the world</b>	<p><b>The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
<b>RE Objectives</b>	<p>F4: Being special: Where do we belong?</p> <ul style="list-style-type: none"> <li>To retell religious stories making connections with personal experiences</li> <li>To share and record occasions when things have happened in their lives that made them feel special</li> <li>To recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>To recall simply what happens when a baby is welcomed into a religion other than Christianity</li> </ul>	<p>F2: Why is Christmas special for Christians?</p> <ul style="list-style-type: none"> <li>To talk about people who are special to them</li> <li>To say what makes their family and friends special to them</li> <li>To recall simply what happens at a traditional Christian festival (Christmas)</li> <li>To begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> <li>To retell religious stories, making connections with personal experiences.</li> </ul>	<p>F1: Why is the word 'God' so important to Christians?</p> <ul style="list-style-type: none"> <li>To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>To retell stories, talking about what they say about the world, God, human beings</li> <li>To think about the wonders of the natural world, expressing ideas and feelings</li> <li>To say how and when Christians like to thank their Creator</li> </ul>	<p>F3 &amp; 1.5: Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> <li>To recognise and retell stories connected with celebration of Easter</li> <li>To say why Easter is a special time for Christians</li> <li>To talk about ideas of new life in nature</li> <li>To recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>To talk about some ways Christians remember these stories at Easter</li> </ul>	<p>F5: What places are special and why –Christian, Muslim focus</p> <ul style="list-style-type: none"> <li>To talk about somewhere that is special to themselves, saying why</li> <li>To recognise that some religious people have places which have special meaning for them</li> <li>To talk about the things that are special and valued in a place of worship</li> <li>To begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> <li>To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> <li>To express a personal response to the natural world.</li> </ul>	

			<ul style="list-style-type: none"> <li>To talk about what people do to mess up the world and what they do to look after it.</li> </ul>			
<b>ELG Understanding the world</b>	<b>People Culture and Communities</b> Children at the expected level of development will: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;					
<b>PE Objectives</b>	<b>Fundamentals</b>	<b>Net and Wall</b>	<b>Dance</b>	<b>Sending and receiving</b>	<b>Striking and fielding</b>	<b>Athletics</b>



	<ul style="list-style-type: none"> <li>To explore balance, stability and landing safely.</li> <li>To explore how the body moves differently when running at different speeds.</li> <li>To explore changing direction and dodging.</li> <li>To explore jumping, hopping, and skipping actions.</li> <li>To explore co-ordination and combining jumps.</li> <li>To explore combination jumping and skipping in an individual rope.</li> </ul>	<ul style="list-style-type: none"> <li>To defend space, using the ready position.</li> <li>To play against an opponent and keep the score.</li> <li>To develop control when handling a racket.</li> <li>To develop racket and ball skills.</li> <li>To develop sending a ball using a racket.</li> <li>To develop hitting over a net.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>To develop knowledge about how exercise can make you feel.</li> <li>To develop knowledge about how exercise can make you strong and healthy.</li> <li>To develop knowledge about how exercise relates to breathing.</li> <li>To develop my understanding of how exercise helps my brain.</li> <li>To develop my understanding of how exercise helps my muscles.</li> <li>To begin to understand the importance of daily exercise.</li> </ul>	<p>To explore travelling actions and use counts of 8 to move in time with the music.</p> <ul style="list-style-type: none"> <li>To remember and repeat actions and respond imaginatively to a stimulus.</li> <li>To copy, remember and repeat actions that represent the theme.</li> <li>To copy, repeat, create and perform actions that represent the theme.</li> <li>To use expression and create actions that relate to the story.</li> <li>To use a pathway when travelling.</li> <li>To copy, repeat and choose actions that represent the theme.</li> <li>To show changes in expression, level and shape.</li> </ul> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>To explore yoga and mindfulness.</li> <li>To be able to copy and remember poses.</li> <li>To develop flexibility when holding poses.</li> <li>To develop balance whilst holding poses.</li> <li>To create yoga poses using a hoop.</li> <li>To create a yoga flow with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>To develop rolling and throwing a ball towards a target.</li> <li>To develop receiving a rolling ball and tracking skills.</li> <li>To be able to send and receive a ball with your feet.</li> <li>To develop throwing and catching skills over a short distance.</li> <li>To develop throwing and catching skills over a longer distance.</li> <li>To apply sending and receiving skills to small games</li> </ul>	<ul style="list-style-type: none"> <li>To develop underarm throwing and catching and put this into small sided games.</li> <li>To develop overarm throwing.</li> <li>To develop striking a ball with my hand and equipment.</li> <li>To retrieve a ball when fielding.</li> <li>To understand how to get a batter out.</li> <li>To develop decision making and understand how to score points.</li> </ul>	<ul style="list-style-type: none"> <li>To learn to move at different speeds for varying distances.</li> <li>To develop a foundation for balance and stability.</li> <li>To develop agility and co-ordination.</li> <li>To explore hopping, jumping and leaping for distance.</li> <li>To develop throwing for distance.</li> <li>To develop throwing for accuracy.</li> </ul>
<p><b>ELG Physical Development</b></p>	<p><b>Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					
<p><b>DT Objectives</b></p>	<ul style="list-style-type: none"> <li>To cut along lines, straight and curved.</li> <li>To use construction kits.</li> <li>To join different materials (e.g- glue &amp; tape)</li> <li>To know how to use tools safely.</li> </ul>	<ul style="list-style-type: none"> <li>To use a hole punch.</li> <li>To insert paper fasteners to card linkages.</li> <li>To make box model puppets cards and masks.</li> <li>To know how to use tools safely.</li> </ul>		<ul style="list-style-type: none"> <li>To use large needles and simple binca type materials.</li> <li>To join fabrics by using running stitches/ glue/ staples over sewing tape.</li> <li>To colour fabrics with a range of techniques e.g fabric paints and printing and painting.</li> </ul>	<ul style="list-style-type: none"> <li>To know and group familiar produce (e.g- fruits and vegetables)</li> <li>To measure and weigh food items, non- statutory measures (To use e.g- spoons/cups)</li> </ul>	<ul style="list-style-type: none"> <li>To make moving joints using paper fasteners or wood.</li> <li>To know how to use tools safely.</li> </ul>

				<ul style="list-style-type: none"> <li>To talk about their designs as they develop and identify good and bad points.</li> <li>To know how to use tools safely.</li> </ul>	<ul style="list-style-type: none"> <li>To use simple recipes with widening choices relating to the consumer (e.g- icing/colours/decoration)</li> <li>To mix and prepare simple cooked and uncooked foods involving very limited choices.</li> <li>To know how to use tools safely.</li> <li></li> </ul>	
<b>ELG Physical Development</b>	<p><b>Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>					
<b>ELG Expressive arts and design</b>	<p><b>Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
<b>RSHE</b>	<p><b>Being me in my world</b> To know I feel special and safe in my class To know that I belong to my class I know how to make my class a safe place for everybody to learn To know how it feels to be proud of an achievement To know the range of feelings when I face certain consequences To know the impact of my choices towards the learning charter.</p>	<p><b>Celebrating difference</b> To know I feel special and safe in my class To know that I belong to my class I know how to make my class a safe place for everybody to learn To know how it feels to be proud of an achievement To know the range of feelings when I face certain consequences To know the impact of my choices towards the learning charter.</p>	<p><b>Dreams and goals</b> To be able to tell you about a thing I do well To be able to tell you how I learn best To celebrate achievements with my partner To know how I feel when I am faced with a new challenge To know how I feel when I see obstacles and how I feel when I overcome them. To know how to store the feelings of success in my internal treasure chest.</p>	<p><b>Healthy Me</b> To know the difference between being healthy and unhealthy and know some ways to keep myself healthy. To know how to make healthy lifestyle choices To know how to keep myself clean and healthy and understand how germs cause disease/illness To know that all household products including medicines can be harmful if not used properly To know how to keep safe when crossing the road, and about people who can help me to stay safe.</p>	<p><b>Relationships</b> To know the members of my family and understand that there are lots of different types of families. To identify what being a good friend means to me To know appropriate ways of physical contact to greet my friends and know which ways I prefer. To know who can help me in my school community To know my qualities as a person and a friend To tell why I appreciate someone who is special to me</p>	<p><b>Changing Me</b> I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby To know the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p>

				To know my body is amazing and can identify some ways to keep it safe and healthy.		To know that every time I learn something new I change a little bit To know about changes that have happened in my life.
<b>ELG Personal, Social and emotional development</b>	<p><b>Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>					
<b>MFL Objectives</b>	<ul style="list-style-type: none"> <li>• To introduce children to saying hello/good morning in different languages that represent the cohort.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce children to saying hello/good morning in French.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce children to saying 'hello my name is...' in French.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how to say numbers to 5 in French.</li> </ul>	<ul style="list-style-type: none"> <li>• To know simple French colours.</li> </ul>	<ul style="list-style-type: none"> <li>• To have knowledge of aspects of life in France and Francophone countries including festivals and games</li> </ul>
<b>Computing Objectives</b>	<ul style="list-style-type: none"> <li>• To login safely.</li> <li>• To walk around the local community and find examples of where technology is used.</li> <li>• To know how to search purple mash to find resources.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce to the children, the idea of 'ownership' of their creative work.</li> <li>• To start to add pictures and text to work.</li> <li>• To explore the tools section of purple mash and to learn about the common icons used for save/ print/ open/ new.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to find saved work in the online work area and find teacher comments</li> <li>• To explore the tools section of purple mash and to learn about the common icons used for save/ print/ open/ new.</li> <li>• To explore the games section on purple mash.</li> </ul>	<ul style="list-style-type: none"> <li>• To know what coding means in computing.</li> <li>• To create unambiguous instruction like those required by a computer.</li> <li>• To build 1 and 2 step instructions using the printable code cards.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce 2code.</li> <li>• To use the 2code programme to create a simple programme.</li> <li>• To use design mode to add and change backgrounds and characters. They will use the properties table to change the look of the objects.</li> <li>• To design a scene for a programme. To use code blocks to make the characters move automatically when the green play button is clicked.</li> </ul>	<ul style="list-style-type: none"> <li>• To add an additional character who moves when clicked.</li> <li>• To explore the When key and when swiped commands (on tablets if available).</li> <li>• To know how to use the stop button to make characters stop when the background is clicked.</li> </ul>



<p><b>Skills (not objectives)</b></p>	<p>To blend and segment sounds. To know the 40+ graphemes To know the common exception words for year 1. To read words with more than 1 syllable. To read contractions (I'm, I'll) To read words with suffixes (ing, ed, es, er,,est) To read words with the prefix (un) To spell days of the week. To spell words phonetically</p> <p><b>Range of Reading</b> To reread text to increase fluency To listen and discuss a variety of books. To check and correct reading if inaccurate.</p> <p><b>Inference and Prediction</b> To link what they have read to their own experience. To discuss meaning of titles and events. To predict what will happen next based on based on what they have read so far.</p> <p><b>Retrieval</b> To retrieve information from text with guidance. Use pictures to help retrieve information.</p> <p><b>Summarise and sequence</b> To retell the main events in a story. To order pictures from the story in the correct order.</p> <p><b>Explain</b> To explain their understanding of a story which is read to them.</p> <p><b>Connections</b> To make connections to words known. To compare 2 pictures to find similarities and differences.</p> <p><b>Vocabulary</b> To discuss the meaning of new words.</p>	<p>To blend and segment sounds. To know the 40+ graphemes To know the common exception words for year 1. To read words with more than 1 syllable. To read contractions (I'm, I'll) To read words with suffixes (ing, ed, es, er,,est) To read words with the prefix (un) To spell days of the week. To spell words phonetically</p> <p><b>Range of Reading</b> To reread text to increase fluency To listen and discuss a variety of books. To check and correct reading if inaccurate.</p> <p><b>Inference and Prediction</b> To link what they have read to their own experience. To discuss meaning of titles and events. 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<p><b>Texts to be used</b></p>	<p>A new House for Mouse. The Jolly Postman Out and About If I built a House All kinds of homes</p>	<p>!0 Things I can do to help my world If All the World Were Tree-Seasons come and go A Year in nature Snowballs Leafman</p>	<p>Astro Girl Man on the Moon Toys in Space Laika-The Astronaut dog NF Texts about space</p>	<p>Stanley's stick Dogger Kipper's Toybox The Everywhere Bear</p>	<p>The Tiger who came to Tea. The greatest Pet sale There's a Tiger in the garden. I want a pet Dear Zoo Our very own Dog</p>	<p>Toby and the Great Fire of London. TheGreat Fire of London Fireman Small</p>
<p><b>ELG Communication and language</b></p>	<p><b>Listening, Attention and Understanding</b></p>					

	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.					
<b>ELG Literacy</b>	<b>Comprehension</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  <b>Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					
<b>ELG Expressive arts and design</b>	<b>Creating with Materials</b> - Make use of props and materials when role playing characters in narratives and stories.					
<b>Retrieval opportunities form previous years learning</b>						
<b>Maths Objectives WRM Year 1</b>	<ul style="list-style-type: none"> <li>Number: Place Value (within 10)</li> <li>Number: Addition and Subtraction (within 10)</li> </ul>	<ul style="list-style-type: none"> <li>-Number: Addition and Subtraction (within 10)</li> <li>Geometry- Shape</li> <li>Number: Place Value (within 20)</li> </ul>	<ul style="list-style-type: none"> <li>Number: Addition and Subtraction (within 20)</li> <li>Number: Place Value (within 50)</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Length and Height</li> <li>Measurement: Weight and volume</li> </ul>	<ul style="list-style-type: none"> <li>Number: Multiplication and Division</li> <li>Number: Fractions</li> <li>Geometry: Position and Direction</li> </ul>	<ul style="list-style-type: none"> <li>Number: Place Value (within 100)</li> <li>Measurement: Money</li> <li>Measurement: Time</li> </ul>
<b>Maths Objectives</b>	<ul style="list-style-type: none"> <li>To identify and represent numbers using objects and pictorial representations including the number line</li> <li>To identify one more and one less with given number</li> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = * - 9</math></li> </ul>	<ul style="list-style-type: none"> <li>To read and write numbers from 1 to 20 in numerals and words.</li> <li>To use the language of: equal to, more than, less than (fewer), most, least</li> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = * - 9</math></li> <li>To recognise and name common 2-D and 3-D shapes, including:                       * 2-D shapes [e.g. rectangles (including squares), circles and triangles]                      * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].                 </li> </ul>	<ul style="list-style-type: none"> <li>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> </ul>	<ul style="list-style-type: none"> <li>To compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]</li> <li>To compare, describe and solve practical problems for: * mass/weight [e.g. heavy/light, heavier than, lighter than]</li> <li>To compare, describe and solve practical problems for: * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]</li> <li>To compare, describe and solve practical problems for: * time [e.g. quicker, slower, earlier, later]</li> <li>To measure and begin to record: lengths and height, mass/weight, capacity and volume, time (hours, minutes, seconds)</li> </ul>	<ul style="list-style-type: none"> <li>To count in multiples of twos, fives and tens (copied from Number and Place Value)</li> <li>To solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>To solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>To recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>To know left and right</li> <li>To describe position, direction and movement, including half, quarter and three-quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>To sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>To measure and begin to record: lengths and height, mass/weight, capacity and volume, time (hours, minutes, seconds)</li> <li>To recognise and know the value of different denominations of coins and notes</li> <li>To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>To recognise and use language relating to dates, including days of the week, weeks, months and years</li> </ul>

<b>Maths Objectives WRM Reception</b>	<ul style="list-style-type: none"> <li>• Baseline</li> <li>• Just like me!</li> <li>• It's me 1,2,3!</li> </ul>	<ul style="list-style-type: none"> <li>• It's me 1,2,3!</li> <li>• Light and Dark</li> </ul>	<ul style="list-style-type: none"> <li>• Alive in 5!</li> <li>• Growing 6,7,8</li> </ul>	<ul style="list-style-type: none"> <li>• Building 9 and 10</li> <li>• Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• To 20 and beyond</li> <li>• First, then, now</li> </ul>	<ul style="list-style-type: none"> <li>• Find my pattern</li> <li>• On the move</li> </ul>
<b>ELG Mathematics</b>	<p><b>Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
<b>Art Objectives</b>	<ul style="list-style-type: none"> <li>• To use simple 2d shapes to create 3d forms.</li> <li>• To create shapes using eraser, shape and fill tools.</li> <li>• To use lines changing the size of brushes in response to ideas.</li> <li>• To experiment with a variety of media, pencils, rubbers, crayons, felt tips, characol, ball points chalk.</li> <li>• To control the types of marks made with the range of media.</li> <li>• To use different brush types and sizes for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• To investigate textures by describing naming and rubbing and copying.</li> <li>• To experiment with tools and techniques (e.g- layering, mixing media, scrapping through)</li> <li>• To use textured paint (adding sand, plaster)</li> <li>• To draw on different surfaces with a range of media.</li> <li>• To investigate textures by describing, naming and rubbing and copying.</li> <li>• To explore ideas using digital sources ie internet</li> </ul>		<ul style="list-style-type: none"> <li>• To sort and group materials for different purposes eg colour and texture</li> <li>• To manipulate malleable materials in a variety of ways including rolling and kneeding.</li> <li>• To mix and match colours to artefacts and objects.</li> <li>• To know the work of Andy Goldsworthy.</li> </ul>	<ul style="list-style-type: none"> <li>• To investigate tone/ lines/ shapes/ patterns- light and dark.</li> <li>• To know what block print is.</li> <li>• To make simple marks on rollers and printing pallets.</li> <li>• To print with a range of hard and soft materials eg cork, sponge, tools etc</li> </ul>	<ul style="list-style-type: none"> <li>• To match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>• To cut and shape fabric using scissors.</li> <li>• To experiment with constructing and joining recycled, natural and man-made objects.</li> </ul>

<p><b>ELG Physical Development</b></p>	<p><b>Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>					
<p><b>ELG Expressive arts and design</b></p>	<p><b>Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> </ul>					
<p><b>Music Objectives</b></p>	<ul style="list-style-type: none"> <li>• To identify how sounds can be made.</li> <li>• To identify different instruments.</li> <li>• To sing nursery rhymes and use their voices confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing songs expressively.                             <ul style="list-style-type: none"> <li>• To recognize phase lengths and know when to breathe.</li> </ul> </li> <li>• To make sounds and recognize how they can give a message.</li> <li>• To respond physically when performing, composing and appraising music.</li> </ul>	<ul style="list-style-type: none"> <li>• To know tempo is the speed or pace to a piece of music.</li> <li>• To know the pulse is the heart beat to the music.</li> <li>• To identify the pulse in different pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing a melody accurately at their own pitch.</li> <li>• To create and choose sounds in response to a given stimulus.</li> <li>• To preform a rhythm to a given pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• To choose sounds and instruments carefully and make improvements to their own and other's work.                             <ul style="list-style-type: none"> <li>• To sing with awareness of pulse, control and rhythm.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To sing a melody accurately at their own pitch.</li> <li>• To follow pitch movements with their hands and to use high, low and middle voices.</li> <li>• To respond when performing composing and appraising music.</li> </ul>
<p><b>ELG Expressive arts and design</b></p>	<p><b>Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>					
<p><b>Geography Objectives</b></p>	<ul style="list-style-type: none"> <li>• To use directional language to describe features on a map.</li> <li>• To use simple compass directions to describe features on a map.</li> <li>• To find points in school using a simple map, compass points and key</li> <li>• To draw a simple map of the school.</li> <li>• To identify landmarks from photographs placing them on a map of a local area (Queen's Park, Carillon, University, Sock Man Statue)</li> </ul>			<ul style="list-style-type: none"> <li>• To compare seasons and seasonal changes.</li> <li>• To know the weather patterns across the 4 seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a globe to identify hot and cold areas on earth.</li> <li>• To know how the day length changes.</li> </ul>	
<p><b>ELG Understanding the world</b></p>	<p><b>People Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>					
<p><b>History Objectives</b></p>		<ul style="list-style-type: none"> <li>• To identify significant historical events beyond living memory- Great fire of London.</li> </ul>	<ul style="list-style-type: none"> <li>• To Identify why people did things, why events happened and what happened as a result.</li> </ul>			<ul style="list-style-type: none"> <li>• To know a range of toys and their modern day version including technological</li> </ul>



		<ul style="list-style-type: none"> <li>To Identify why people did things, why events happened and what happened as a result.</li> <li>To Identify how past is represented.</li> <li>To organize events in chronological order.</li> <li>To Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>To Identify how past is represented.</li> <li>To organize events in chronological order.</li> <li>To Identify differences between ways of life at different times</li> </ul>			<p>advancement (phones, computers, tvs)</p> <ul style="list-style-type: none"> <li>To ask questions about the past.</li> <li>To Identify differences between ways of life at different times</li> <li>To use common words and phrases about the passing of time (duration, period, past, before).</li> <li>To Select from their knowledge of history and communicate in a variety of ways</li> </ul>
<b>ELG Understanding the world</b>	<p><b>Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
<b>Science Objectives</b>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>To describe the simple physical properties of a variety of every day materials.</li> <li>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a fair test in a small group with an adult.</li> <li>Take accurate measurements using the correct equipment.</li> <li>Draw conclusions from a test explaining why something has happened.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a fair test in a small group with an adult.</li> <li>Take accurate measurements using the correct equipment.</li> <li>Draw conclusions from a test explaining why something has happened.</li> </ul>	<p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>To compare and group a variety of objects and living things in to simple groups looking at their similarities and differences (materials and animals)</li> <li>To observe and discuss change over time using simple equipment - timer, ruler, thermometer, stopwatch)</li> <li>To give a verbal prediction for what they think may happen when observing a change over time</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>To know a variety of common animals that are carnivores, herbivores and omnivores</li> <li>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals , including pets)</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants including trees.</li> <li>To identify and name a variety of common wild garden plants, including deciduous and evergreen trees.</li> </ul>
<b>ELG Understanding the world</b>	<p><b>The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
<b>RE Objectives</b>	<p>1.2: Who do Christians say made the world? Harvest.</p> <ul style="list-style-type: none"> <li>To retell the story of creation from Genesis 1:1–2:3 simply             <ul style="list-style-type: none"> <li>To recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible</li> <li>To say what the story tells Christians about God, Creation and the world</li> <li>To give at least one example of what Christians do to say</li> </ul> </li> </ul>	<p>F6: What times/stories are special and why -Hinduism focus followed by Christian focus</p> <ul style="list-style-type: none"> <li>To talk about some religious stories</li> <li>To recognise some religious words, e.g. about God</li> <li>To identify some of their own feelings in the stories they hear</li> <li>To identify a sacred text e.g. Bible, Torah</li> </ul>	<p>1.7 Who is Jewish and how do they Live Part 1?</p> <ul style="list-style-type: none"> <li>To recognise the words of the Shema as a Jewish prayer</li> <li>To retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>To give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> <li>To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> </ul>	<p>1.7: Who is Jewish and how do they Live Part 1?</p> <ul style="list-style-type: none"> <li>To recognise the words of the Shema as a Jewish prayer</li> <li>To retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>To give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> <li>To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> </ul>	<p>1.2: What do Christians learn from the creation story? Christian and Jewish element</p> <ul style="list-style-type: none"> <li>To retell the story of creation from Genesis 1:1–2:3 simply</li> <li>To recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible</li> <li>To say what the story tells Christians about God, Creation and the world</li> <li>To give at least one example of what Christians do to say ‘thank you’ to God for Creation</li> </ul>	<p>1.9: How should we care for others and for the world and why does it matter to Christians and non-religious people?</p> <ul style="list-style-type: none"> <li>To identify a story or text that says something about each person being unique and valuable</li> <li>To give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> </ul>

	<p>'thank you' to God for Creation</p> <ul style="list-style-type: none"> <li>To think, talk and ask questions about living in an amazing world</li> <li>To give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</li> </ul>	<ul style="list-style-type: none"> <li>To make links between Jewish ideas of God found in the stories and how people live</li> <li>To give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> <li>To talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>To give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>	<ul style="list-style-type: none"> <li>To make links between Jewish ideas of God found in the stories and how people live</li> <li>To give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> <li>To talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>To give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>	<ul style="list-style-type: none"> <li>To think, talk and ask questions about living in an amazing world</li> <li>To give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</li> </ul>	<ul style="list-style-type: none"> <li>To give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> <li>To give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>To give examples of how Christians and Jews can show care for the natural earth</li> <li>To say why Christians and Jews might look after the natural world</li> <li>To think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>To give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>
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**ELG Understanding the world** **People Culture and Communities**  
 Children at the expected level of development will:  
 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

<p><b>PE Objectives</b></p>	<p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>To explore balance, stability and landing safely.</li> <li>To explore how the body moves differently when running at different speeds.</li> <li>To explore changing direction and dodging.</li> <li>To explore jumping, hopping, and skipping actions.</li> <li>To explore co-ordination and combining jumps.</li> <li>To explore combination jumping and skipping in an individual rope.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>To explore travelling movements using the space around you.</li> <li>To develop quality when performing gymnastic shapes.</li> <li>To develop stability and control when performing balances.</li> <li>To develop technique and control when performing shape jumps.</li> <li>To develop technique in the barrel, straight and forward roll.</li> <li>To link gymnastic actions to create a sequence.</li> </ul>	<p><b>Dance</b></p> <p>To explore travelling actions and use counts of 8 to move in time with the music.</p> <ul style="list-style-type: none"> <li>To remember and repeat actions and respond imaginatively to a stimulus.</li> <li>To copy, remember and repeat actions that represent the theme.</li> <li>To copy, repeat, create and perform actions that represent the theme.</li> <li>To use expression and create actions that relate to the story.</li> <li>To use a pathway when travelling.</li> <li>To copy, repeat and choose actions that represent the theme.</li> <li>To show changes in expression, level and shape.</li> </ul> <p><b>Yoga</b></p>	<p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>To develop dribbling towards a goal and understand what being 'in possession' means.</li> <li>To understand who to pass to and why when playing against a defender.</li> <li>To move towards a goal with the ball.</li> <li>To support a teammate when in possession.</li> <li>To move into space showing an awareness of defenders.</li> <li>To be able to stay with a player when defending.</li> </ul>	<p><b>Team Building</b></p> <ul style="list-style-type: none"> <li>To co-operate and communicate with a partner to solve challenges.</li> <li>To explore and develop teamwork skills.</li> <li>To develop communication skills.</li> <li>To use communication skills to lead a partner.</li> <li>To plan with a partner and small group to solve problems.</li> </ul>	<p><b>Target Games</b></p> <ul style="list-style-type: none"> <li>To develop underarm throwing towards a target.</li> <li>To develop throwing for accuracy.</li> <li>To develop underarm and overarm throwing for accuracy.</li> <li>To develop throwing for accuracy and distance using underarm and overarm.</li> <li>To select the correct technique for the situation.</li> <li>To develop throwing for accuracy and distance.</li> </ul>
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<b>ELG Physical Development</b>	<p><b>Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					
<b>DT Objectives</b>	<ul style="list-style-type: none"> <li>To know a variety of everyday materials on the basis of their simple physical properties.</li> <li>To know a variety of every day materials including wood/plastic/glass.</li> </ul>		<ul style="list-style-type: none"> <li>To shape assemble and rearrange and rearrange a range of materials and components to model ideas.</li> <li>To shape paper and card by cutting with scissors.</li> <li>To use drawings to record ideas as they are developed.</li> <li>To join materials with adhesives and tapes.</li> <li>To know ways to make a structure stronger (to fold or roll materials)</li> <li>To communicate ideas through labelled sketches showing details.</li> </ul>			<ul style="list-style-type: none"> <li>To use simple pop ups.</li> <li>To use programmable toys (e.g beebot)</li> <li>To handle and discuss familiar products (e.g toys)</li> <li>To make an object with simple moving parts.</li> <li>To decorate fabrics with buttons, beads, sequins, braids, ribbons.</li> <li>To use tools and equipment scissors, junior hacksaw, vices pens and paints, construction kits, papers, card, fabric, wood, recyclable materials.</li> <li>To explore and identify how toys can be made to move.</li> <li>To model using wheels and axels.</li> <li>To discuss closely how their finished product meets their design criteria.</li> </ul>
<b>ELG Physical Development</b>	<p><b>Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>					
<b>ELG Expressive arts and design</b>	<p><b>Creating with Materials</b> Children at the expected level of development will:</p>					

	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
<b>RSHE</b>	<p><b>Being me in my world</b> To know I feel special and safe in my class To know that I belong to my class I know how to make my class a safe place for everybody to learn To know how it feels to be proud of an achievement To know the range of feelings when I face certain consequences To know the impact of my choices towards the learning charter.</p>	<p><b>Celebrating difference</b> To know I feel special and safe in my class To know that I belong to my class I know how to make my class a safe place for everybody to learn To know how it feels to be proud of an achievement To know the range of feelings when I face certain consequences To know the impact of my choices towards the learning charter.</p>	<p><b>Dreams and goals</b> To be able to tell you about a thing I do well To be able to tell you how I learn best To celebrate achievements with my partner To know how I feel when I am faced with a new challenge To know how I feel when I see obstacles and how I feel when I overcome them. To know how to store the feelings of success in my internal treasure chest.</p>	<p><b>Healthy Me</b> To know the difference between being healthy and unhealthy and know some ways to keep myself healthy. To know how to make healthy lifestyle choices To know how to keep myself clean and healthy and understand how germs cause disease/illness To know that all household products including medicines can be harmful if not used properly To know how to keep safe when crossing the road, and about people who can help me to stay safe. To know my body is amazing and can identify some ways to keep it safe and healthy.</p>	<p><b>Relationships</b> To know the members of my family and understand that there are lots of different types of families. To identify what being a good friend means to me To know appropriate ways of physical contact to greet my friends and know which ways I prefer. To know who can help me in my school community To know my qualities as a person and a friend To tell why I appreciate someone who is special to me</p>	<p><b>Changing Me</b> I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby To know the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus To know that every time I learn something new I change a little bit To know about changes that have happened in my life.</p>
<b>ELG Personal, Social and emotional development</b>	<p><b>Self-Regulation</b> Children at the expected level of development will:  <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> </p> <p><b>Managing Self</b> Children at the expected level of development will:  <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> </p> <p><b>Building Relationships</b> Children at the expected level of development will:  <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul> </p>					
<b>MFL Objectives</b>	<ul style="list-style-type: none"> <li>• To learn how to say My name is... in French, German, Spanish, Polish and other languages that represent the cohort</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how to say My name is... in French, German, Spanish, Polish and other languages that represent the cohort</li> </ul>	<ul style="list-style-type: none"> <li>• To know French numbers to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• To know French colours.</li> </ul>	<ul style="list-style-type: none"> <li>• To know French numbers to 20.</li> </ul>	<ul style="list-style-type: none"> <li>• To have knowledge of aspects of life in France and Francophone countries including festivals and games</li> </ul>
<b>Computing Objectives</b>	<ul style="list-style-type: none"> <li>• To know the importance of following instructions.</li> <li>• To know the importance of logging out when they have finished.</li> <li>• To become familiar with the types of resources available in the topic section.</li> <li>• To become more familiar with the icons</li> </ul>	<ul style="list-style-type: none"> <li>• To know what coding means in computing.</li> <li>• To create unambiguous instruction like those required by a computer.</li> <li>• To build 1 and 2 step instructions using the printable code cards.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a longer algorithm for an activity.</li> <li>• To provide an opportunity for the teacher to set these new challenges as 2dos for all the class to try.</li> <li>• To sort items using a range of criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow and create simple instructions on the computer.</li> <li>• To consider how the order of instructions effects the results.</li> <li>• To understand the functionality of the basic direction keys in challenges 1 and 2.</li> <li>• To be able to use the direction keys to complete the challenges successfully.</li> <li>• To understand the functionality of the basic</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to create and debug a set of instructions.</li> <li>• To use the directional keys as a part of an algorithm,</li> <li>• To understand how to change and expand the algorithm list.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to spread sheets.</li> <li>• Adding images to a spreadsheet and using the image toolbox.</li> <li>• Using the 'speak' and 'count' tools in 2Calculate to count items.</li> </ul>

	used in the resources in the topic section.		<ul style="list-style-type: none"><li>To sort items on the computer using the 'grouping' activities in purple mash.</li></ul>	direction keys in challenges 3 & 4.		
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