



Fairford C of E Primary School EYFS

Apple Class Curriculum Coverage & Progression of Skills Map 2026-2027

Note: This table shows the coverage of schemes and key whole-school drivers or initiatives.						
Subject	Term 1 ~8 Weeks	Term2 ~7 Weeks	Term3 ~6 Weeks	Term 4 ~5 Weeks	Term 5 ~7 Weeks	Term 6 ~7 Weeks
Theme	Term 1 – Tell me a story...	Term 2 – Show me the light...	Term 3 – Let's build together...	Term 4 – Watch me grow...	Term 5 – We are explorers...	Term 6 – Watch me shine...
Christian Value	Perseverance & Trinity Window Activity	Trust	Respect	Forgiveness	Friendship	Thankfulness & Annual Prayer Space
Focus Texts for Planning & Provision Led by our children but these are all possible texts which they are able to vote on.	The story tree –Hugh Lupton The Gruffalo - Julia Donaldson Zog - Julia Donaldson Scarecrows wedding - Julia Donaldson Room on the Broom- Julia Donaldson	The Gruffalo's Child - Julia Donaldson Stickman - Julia Donaldson The Christmas Pine – Julia Donaldson Whatever Next –Jill Murphy Just One Of Those Days - Jill Murphy The Lights that Dance in the Night – Yuval Zommer The Grinch - Dr Zeus The Nativity	Green Eggs & Ham - Dr Zeus Opposites - Nick Butterworth The Day the Crayons Quit - Oliver Jeffers The Three Little Pigs Iggy Peck, Architect- Andrea Beaty Dreaming Up: A Celebration of Building – Christy Hale	The Tiny Seed - Eric Carle The Very Hungry Caterpillar- Eric Carle Feelings – Libby Walden I am calm - Priddy Jasper's Beanstalk – Nick Butterworth A Year On Adam's Farm – Adam Henson	Ranger Hamza's Eco Quest - Hamza Yassin Dear Earth – Isabel Otter Nature Trail - Benjamin Zephaniah Tree: Seasons Come, Seasons Go - Britta Teckentrup We're Going on a Bear Hunt- Michael Rosen	Only one you - Linda Kranz Along Came a Different - Tom McLaughlin Oh, the Places You'll Go! - Dr Zeus The Dot – Peter H. Reynolds Giraffes Can't Dance – Giles Andreae and Guy Parker-Rees
Trip/Events	Pebble Assembly	Nativity Play Christmas Craft Afternoon		Cooking with Kitchen Club Invite parents in... Song Performance/Writing Exhibition. Selling plants or copies of artwork	Exploring a farm... Apple Class Visit to Coggs Farm & St Mary's Church Visit Trip to church (sketching and in readiness for RE special places unit.) & Cooking with Kitchen Club	
RE	F3. How might people in Gloucestershire show they belong together?	F2. Why is Christmas special to Christians?	F1. Why is God so important to Christians? Reverend Symcox Visitor	F4. What special times do people celebrate and why might these times be very important?	F6. What stories are important in our school community/local area and why? St Mary's Church Visit	F5. Which places are special for people living in Gloucestershire and why?
Diversity & Equality - No Outsiders: Fairford Edit September 2026	You Choose (by Nick Sharratt and Pippa Goodheart) I can choose.	Red Rockets and Rainbow Jelly (by Sue Heap and Nick Sharratt) It's ok to like different things.	The Family Book (by Todd Parr) To understand all families are different.	My Grandpa is Amazing (by Nick Butterworth) To recognise that people are different ages	Blue Chameleon (by Emily Gravett) To make a friend.	Super Duper You (by Sophie Henn). To think about what makes me different.
RHE & Citizenship Personal, Social & Emotional Development	Theme: Health Link to theme: What is the story of your day?	Theme: Empathy Link to theme: How can we help others feel happy?	Theme: Law & Online Safety Link to theme: How can we build a safer community together?	Theme: Wellbeing Link to theme: How can I grow my mindfulness?	Theme: Relationships Link to theme: Let's explore how relationships can change...	Theme: Citizenship. Diversity and Community Link to theme: How do we all shine as individuals and what is special about each one of us.



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British Values – taught through EYFS Picture and British Values Tasks	Democracy	Mutual respect	The rule of law	Individual liberty	Promotion of Britishness	Acceptance of those of different faiths and beliefs
Music Charanga Creative Music Scheme	Chant To The Animals & Read: Story Orchestra: The Carnival of The Animals	Creative Moves & Read: Story Orchestra: The Nutcracker	Lilting Lullaby & Read: Story Orchestra: The Planets	Number Time	Wellbeing Matters	Rhythm Adventure & Read: Story Orchestra: Swan Lake
Computing	Technology around us What is technology/ what needs to be switched on to work? Identifying technology around us – in school, in our homes and when we are out and about. Programmable toys as part of provision.	Digital painting Using a paint program to create a piece of firework art.	Digital safety Introduction to the computer keyboard & Internet safety	Digital painting Create a work of art with their name which has been typed.	Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	
	Develop familiarity with the keyboard – caps lock, spacebar, enter/return, to provide text on screen that is clear and error free (type name with a capital letter); use number keys Use touch pad					
PE	Fundamental movement skills	Gymnastics/Dance	Gymnastics (large apparatus)	Games activities Throwing and catching	Running, jumping Throwing Sports day practise	Sports day practise Games activities
Languages Of Our Class	Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. People, Culture and Communities 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.					



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Note: This table shows the skills we expect to see for a child who is on track, in each term. The skills that are not embedded, carry into the next term. Even though each term focuses on a particular progression of each skill, it does not stop children from engaging in skills plotted in future terms.

	Area	ELG	Term 1 ~8 Weeks	Term2 ~7 Weeks	Term3 ~6 Weeks	Term 4 ~5 Weeks	Term 5 ~7 Weeks	Term 6 ~7 Weeks
Communication and Language	Listening, Attention and Understanding	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.	To understand how to listen carefully and why listening is important. To engage in story times. To follow simple 1 step instructions.	To engage in story times and discussions. To follow instructions with two parts. To answer simple how and why questions about stories and events.	To ask questions to find out more. To understand a wider range of vocabulary and sentence structures. To retell familiar stories.	To follow stories without pictures or prompts. To listen attentively in larger groups. To respond appropriately to what they hear.	To understand and answer who, what, where, when and why questions. To comment on stories and discussions.	To listen attentively for longer periods and respond with relevant comments, questions and actions during stories and discussions.
		Make comments about what they have heard and ask questions to clarify their understanding.	To join in with repeated phrases and make simple comments.	To respond to questions about stories and experiences. To ask simple questions.	To comment on events and characters. To ask questions to gain more information.	To explain ideas and clarify understanding with support.	To make thoughtful comments and ask questions independently.	To comment confidently on what they have heard and ask questions to deepen understanding.
		Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	To take turns in simple conversations with adults.	To engage with peers during play and small group activities.	To maintain short conversations and respond to others' ideas.	To participate in sustained back-and-forth exchanges with support.	To extend conversations with peers and adults, adding relevant information.	To hold sustained conversations with adults and peers, responding appropriately and building on others' ideas.



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	Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	To be able to ask an adult for help. To ask to go to the toilet. To talk in front of a small group. To learn new vocabulary. To speak to peers in play.	To answer the register in front of the whole class. To answer a direct question in front of the whole class. To apply new vocabulary taught. To contribute to small group discussions. To begin to share their own ideas with peers.	To develop the confidence to talk to the adults they see on a daily basis. To talk in sentences using conjunctions such as 'and' and 'because'. To use recently introduced vocabulary when talking. To contribute to class discussions with support.	To share their work in front of the class, standing at the front. To apply and use vocabulary in different contexts. To offer their own ideas in discussions. To respond to the ideas of others.	To link statements and stick to a main theme. To answer open-ended questions such as 'What do you think?' and 'What do you think will happen next?' To explain their thinking to others. To use a wider range of vocabulary independently.	To talk to different adults around school. To talk about why things happen. To talk in sentences using a range of tenses. To participate confidently in whole-class, small group and one-to-one discussions, offering their own ideas and 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.	To talk about familiar events and experiences. To answer simple 'why' questions with support. To being to retell parts of familiar stories, when the teacher pauses for phrases when reading.	To talk about characters and events in stories. To begin to explain simple reasons.	To explain what has happened in familiar stories and experiences. To use new vocabulary introduced through texts and themes.	To explain ideas and events using simple reasons. To begin to make predictions.	To answer open-ended questions and explain their thinking. To use vocabulary from stories, rhymes and non-fiction in discussions.	To offer explanations for why things might happen. To use 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.	To talk about their own experiences using simple sentences. To express likes, dislikes and feelings.	To talk about things that have happened recently. To begin to use full sentences.	To talk in sentences using conjunctions such as 'and' and 'because'. To talk about events that have happened in the past.	To talk about current experiences and future events with support. To use a range of vocabulary to express ideas and feelings.	To link ideas using conjunctions. To talk about past, present and future events with increasing confidence.	To express ideas and feelings using full sentences. To use past, present and future tenses appropriately. To make use of conjunctions with modelling and support from adults.



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Personal Social & Emotional Development	Self-Regulation	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	To recognise different emotions. To understand how people show emotions. To focus and engage during short whole-class activities. To express their feelings and consider the feelings of others.	To talk about how they are feeling. To begin to consider the feelings of others. To adapt behaviour to a range of situations, including managing changes to routines and plans. To begin to recognise when they need support.	To identify the feelings of others. To begin to use strategies to regulate emotions.	To identify and modify their own feelings socially and emotionally. To consider the feelings and needs of others. To explain how their actions affect others. To begin to solve minor conflicts with support.	To control their emotions using a range of techniques, including asking for help and finding a space to de-escalate. To demonstrate empathy towards others. To adapt behaviour appropriately in different situations.	To show an understanding of their own feelings and those of others. To regulate their behaviour appropriately in a range of situations.
		Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	To begin to understand classroom expectations. To wait for short periods of time. To complete simple tasks with support.	To follow simple routines and expectations. To begin to persevere when faced with challenges. To wait their turn during games and activities.	To focus on an activity for increasing periods of time. To work towards a simple goal with adult support. To begin to manage impulses during play.	To complete tasks with increasing independence. To understand the importance of waiting for what they want. To begin to overcome difficulties with encouragement.	To work towards simple goals with perseverance. To delay gratification when appropriate. To control immediate impulses in familiar situations.	To set and work towards simple goals. To show resilience when challenges arise. To wait for what they want and control their immediate impulses when appropriate.
		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.	To focus on an adult-led activity for short periods. To listen to simple one-step instructions. To respond to familiar adults.	To sustain attention during group activities. To follow one- and two-step instructions. To respond appropriately to reminders.	To focus during longer carpet sessions. To follow two-step instructions independently. To respond to teacher input during activities.	To maintain attention whilst engaged in play. To follow instructions involving more than one idea. To respond appropriately to adult guidance.	To sustain concentration during whole-class teaching. To follow instructions involving several ideas. To manage distractions with support.	To give focused attention to what the teacher says. To respond appropriately even when engaged in activities. To follow instructions involving several ideas or actions. To maintain focus during extended whole-class teaching.



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	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	To see themselves as a valuable individual. To explore different areas within the Reception provision.	To express their feelings and consider the feelings of others. To have confidence to try new activities. To see themselves as a valuable individual.	To show resilience and perseverance in the face of challenge. To identify and moderate their own feelings socially and emotionally. To attempt unfamiliar activities with increasing confidence.	To persevere when faced with difficulties. To solve problems with support. To take increasing responsibility for completing tasks independently. To show confidence when trying new experiences.	To think about the perspective of others. To demonstrate resilience when challenges arise.	To think about the perspectives of others. To manage their own needs independently. To show perseverance in the face of challenge. To show a 'can do' attitude. To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
		Explain the reasons for rules, know right from wrong and try to behave accordingly.	To become familiar with classroom routines and expectations. To begin to understand simple rules.	To understand the class rules of 'ready, respectful and safe'. To begin to apply rules with support.	To recognise when behaviour is right and wrong. To understand why rules are important.	To explain simple reasons for class rules. To begin to regulate behaviour independently.	To consider how their actions affect others. To make positive choices in different situations.	To explain the reasons for rules. To know right from wrong and try to behave accordingly.
		Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	To wash hands independently. To use the toilet independently. To feed themselves using a knife and fork. To put on coats and jumpers independently. To get changed for Woodland Learning independently.	To fasten zips and buttons. To understand the importance of hand washing and cleanliness. To begin to make healthy food choices.	To do up coats independently. To recognise foods that help keep their bodies healthy.	To manage dressing and toileting routines independently. To understand the importance of exercise and sleep.	To identify ways to keep healthy, including food, exercise, water, sleep, cleanliness and sun protection. To make healthy choices with increasing independence.	To manage their own basic hygiene and personal needs independently. To understand the importance of healthy food choices and maintaining a healthy lifestyle.



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Building Relationships	Work and play cooperatively and take turns with others.	To gain confidence to speak to peers and adults. To say 'stop, I don't like that' and begin to develop an understanding of personal space and consent.	To play alongside children engaged in the same activity. To begin to build constructive and respectful relationships.	To begin to work as a team to complete a task, such as tidying an area of the classroom. To use taught strategies to support turn taking. To begin to share resources with others. To cooperate during adult-led activities.	To listen to the ideas of others and agree on a fair solution or compromise for everyone. To take turns independently. To solve minor disagreements with support. To contribute ideas during collaborative play.	To work as part of a group. To cooperate with others to achieve a shared goal. To show respect for the views of others.	To work and play cooperatively with others. To take turns independently and fairly.
	Form positive attachments to adults and friendships with peers.	To know the names of their peers. To know the names of the adults in EYFS. To become familiar with adults in the setting. To seek comfort and reassurance from trusted adults. To begin to interact with peers.	To develop positive relationships with familiar adults. To begin to form friendships with peers. To engage in shared play experiences.	To develop friendships through play. To seek support from adults when needed. To begin to show care towards friends.	To maintain positive relationships with adults and peers. To value the ideas and contributions of others. To show loyalty and kindness towards friends.	To form secure relationships with adults across the school. To strengthen friendships with peers. To include others in play and activities. To begin to recognise and make relationships with other adults around the school.	To form positive attachments to adults and friendships with peers. To communicate confidently with familiar adults and peers. To sustain strong and respectful friendships. To have confidence to communicate with adults around the school.
	Show sensitivity to their own and to others' needs.	To recognise their own feelings and needs. To begin to understand that others have feelings. To express when they need help.	To begin to consider the feelings of others. To show kindness towards peers. To respond appropriately to reminders about personal space.	To recognise when others may need help or support. To show empathy towards familiar adults and peers. To begin to understand different viewpoints.	To listen to the ideas and feelings of others. To compromise and find fair solutions. To understand how their actions affect others.	To recognise and respond to the needs of others. To adapt behaviour appropriately in different situations. To demonstrate empathy and understanding towards others.	To show sensitivity to their own and to others' needs. To recognise the perspectives of others. To demonstrate care, empathy and respect in relationships.



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Physical Development	Gross Motor	Negotiate space and obstacles safely, with consideration for themselves and others.	To further develop the skills needed to manage the school day successfully – lining up, meal times, personal hygiene. To move safely in a space. To find a safe space in PE. To stop safely. To develop control when using equipment. To carry sticks and branches safely in woodland. To manage own safety limits when climbing.	To stop and run safely. To change direction.	To explore different ways of travelling on apparatus safely. To jump and land safely from height. To negotiate space safely whilst moving with others.	To demonstrate increasing control when using balls and beanbags. To balance whilst moving and stopping.	To move safely combining different movements with ease and fluency. To move safely with confidence and imagination.	To negotiate space and obstacles safely with consideration for themselves and others.
		Demonstrate strength, balance and coordination when playing.	To develop core strength through climbing and balancing. To balance with support. To develop coordination when using equipment.	To balance in different ways. To develop coordination when changing direction. To control movements when jumping and landing. To explore different ways of travelling.	To demonstrate increasing strength and balance on apparatus. To coordinate movements when travelling around equipment. To maintain balance when changing levels. To travel around, over and through apparatus. To balance in a range of ways on apparatus.	To roll and track a ball. To develop accuracy when throwing to a target. To throw and catch with a partner. To dribble a ball using feet. To throw underarm and overarm. To catch a range of balls. To throw and kick objects to a target, including passing to a partner	To move with control and coordination when linking actions. To demonstrate strength and balance through dance and movement activities. To repeat movement sequences accurately.	To apply skills confidently in games and physical activities. To show increasing stamina and control during physical challenges. To develop accuracy when throwing and batting. To run in straight lines between lanes. To throw to a target with increasing consistency. To skip with a hoop and then a rope. To play against an opponent. To play by the rules and develop coordination.



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		Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	To run, jump and climb safely. To explore different ways of moving. To move to music.	To revise and refine fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing To run, jump hop, and climb with increasing confidence. To link movements together. To explore dance movements. To link movements and move in time to music.	To travel energetically around apparatus. To jump and land safely. To move in different directions with control.	To throw, catch and kick with increasing control. To move quickly and safely during games. To develop stamina during physical activities.	To move with confidence and imagination. To express ideas through movement with control and coordination. To copy, link and repeat actions. To remember and repeat sequences of movements.	To move energetically through running, jumping, dancing, hopping, skipping and climbing. To apply movement skills confidently in games and physical activities.
	Fine Motor	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	To use a dominant hand. To open and close pegs and attach them to card. To make letter-like representations of their name and other words.	To begin to use anti-clockwise movement and retrace vertical lines. To use a tripod grip when using mark-making tools. To write taught letters using correct formation.	To use a tripod grip when using mark-making tools. To write taught letters using correct formation. To write all letters in their name correctly.	To write letters using correct formation and control the size of letters. To increase stamina when writing.	To write letters correctly and orientate letters on the line. To use a tripod grip consistently. To refine control and accuracy when recording ideas.	To write all letters correctly and orientate them on the line. To know which letters are ascenders and descenders. To hold a pencil effectively using a tripod grip in almost all cases.
		Use a range of small tools, including scissors, paintbrushes and cutlery.	To begin to use a comfortable and effective grip when using mark-making tools. To explore and use a range of mark-making tools. To use tweezers and pegs to strengthen hand muscles and transfer objects. To use scissors to make snips in paper. To use a spoon and fork independently. To thread large beads onto a lace.	To hold scissors correctly and cut along straight and zig-zag lines. To use a knife correctly and cut food with support. To use paintbrushes with increasing control. To manipulate construction resources with increasing accuracy.	To use scissors to cut curved lines and enclosed shapes. To use paintbrushes with precision. To thread smaller beads. To use cutlery with increasing independence.	To hold scissors correctly and cut out large shapes. To use tools with increasing control and coordination. To manipulate materials safely and effectively.	To hold scissors correctly and cut out small shapes. To use paintbrushes and tools with increasing precision. To use cutlery confidently during mealtimes.	To use a range of small tools, including scissors, paintbrushes and cutlery. To select and use tools appropriately and safely. To demonstrate control and coordination when using equipment. To independently use a knife, fork and spoon and cut up food independently.



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		Begin to show accuracy and care when drawing.	To make marks and simple shapes. To explore drawing using a range of media. To add meaning to marks.	To draw circles and lines to represent objects. To add simple details to pictures. To begin to control pencil movements. To use a tap-a-shape to make pictures.	To draw recognisable pictures with increasing detail. To use a range of shapes when drawing. To represent ideas through pictures. To increase control and precision when drawing.	To control the size and shape of drawings. To add detail to drawings with increasing accuracy. To colour within boundaries with support.	To demonstrate increasing accuracy and care when drawing. To add finer details to pictures. To represent experiences through drawings.	To show accuracy and care when drawing. To create detailed pictures with control and precision. To use drawing to communicate ideas and experiences.
Mathematics	Number	Have a deep understanding of number to 10, including the composition of each number.	To connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. To hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. To develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; to use 1:1 correspondence; to understand that anything can be counted, including actions and sounds. To compare sets of objects by matching. To begin to develop the language of 'whole' when talking about objects which have parts.	To begin to identify missing parts for numbers within 5. To explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. To focus on equal and unequal groups when comparing numbers. To understand that two equal groups can be called a 'double' and connect this to finger patterns. To continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. To order numbers and play track games. To join in with verbal counts beyond 20, hearing the repeated pattern within the counting.	To continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. To order numbers and play track games. To join in with verbal counts beyond 20, hearing the repeated pattern within the counting. To consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. To secure knowledge of number facts through varied practice.	To explore the composition of numbers to 8. To identify missing parts within numbers to 8. To represent numbers in different ways using fingers, objects, Hungarian number frames, ten-frames, pictures and numerals. To compare quantities and explain which is more, fewer or equal. To use mathematical vocabulary to describe relationships between numbers. To explain how they know.	To explore the composition of numbers to 10. To partition numbers to 10 into different combinations. To apply number knowledge to solve practical problems. To use known facts to support counting and calculation. To explain how numbers are made up. To represent the same number in different ways.	To demonstrate a deep understanding of numbers to 10. To explain the composition of numbers to 10. To recognise smaller numbers within larger numbers. To recognise relationships between numbers and quantities. To use number facts to solve problems. To apply counting strategies with confidence. To explain that the same quantity can be represented in different ways.



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		Subitise (recognise quantities without counting) up to 5.	To identify when a set can be subitised and when counting is needed. To subitise different arrangements within 5, both unstructured and structured. To use the Hungarian number frame to support subitising. To make different arrangements of numbers within 5 and talk about what they can see. To spot smaller numbers 'hiding' inside larger numbers.	To continue to develop subitising skills for numbers within and beyond 5. To connect quantities to numerals with increasing confidence. To recognise familiar arrangements without counting. To identify missing parts for numbers within 5.	To recognise familiar arrangements without counting. To identify smaller groups within larger groups. To explain what they can see and how they see it. To use subitising to support understanding of doubles and odd and even numbers.	To identify different representations of the same quantity. To explain how quantities are composed. To recognise quantities within 5 quickly in different arrangements. To use subitising to support comparison and composition.	To recognise quantities to 5 quickly and accurately. To explain what they notice about quantities. To subitise in practical contexts and use this to solve problems. To connect subitised quantities to numerals and number facts.	To subitise quantities up to 5 confidently and automatically. To explain how they can see a quantity without counting. To use subitising to support number composition, comparison and recall of number facts.
		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.	To explore parts and wholes within numbers to 5. To begin to develop the language of 'whole' and 'part'. To spot smaller numbers 'hiding' inside larger numbers. To use fingers and objects to represent different parts of numbers.	To begin to identify missing parts for numbers within 5. To understand that two equal groups can be called a 'double' and connect this to finger patterns. To explore number facts through practical representations.	To understand doubles and connect these to finger patterns. To sort odd and even numbers according to their 'shape'. To secure knowledge of number facts through varied practice. To begin to recall some number bonds within 5.	To investigate doubles and near doubles. To explore number bonds within 5. To identify missing parts within numbers to 8. To use known facts to solve simple problems.	To recall number bonds within 5 with increasing confidence. To explore some number bonds to 10. To recall double facts in practical contexts. To use known number facts to support counting and calculation.	To automatically recall number bonds up to 5, including subtraction facts. To recall some number bonds to 10. To recall double facts. To use known facts fluently without relying on rhymes, counting or other aids.



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	Numerical Patterns	Verbally count beyond 20, recognising the pattern of the counting system.	To hear and join in with the counting sequence. To connect the counting sequence to the 'staircase' pattern of counting numbers. To recognise that each number is one more than the previous number. To join in with counting songs and rhymes. To sequence familiar events, such as day and night.	To continue to develop understanding of the counting sequence. To link cardinality and ordinality through the 'staircase' pattern. To order numbers and play track games. To join in with verbal counts beyond 20, hearing the repeated pattern within the counting.	To continue to develop understanding of the counting sequence. To join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. To count to larger numbers and develop a wider range of counting strategies. To recognise repeated patterns within the counting system.	To count beyond 20 with increasing confidence. To identify patterns within the counting sequence. To count forwards and backwards from different starting points with support. To recognise that numbers continue beyond 20.	To verbally count beyond 20. To explain patterns within the number system. To count forwards and backwards from different starting numbers. To use counting patterns to support problem solving.	To verbally count beyond 20, recognising the pattern of the counting system. To explain repeated patterns within the counting sequence. To use knowledge of the counting system with confidence.
		Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	To compare sets of objects by matching. To compare height, size and length. To use the language of more, fewer and the same. To identify whether groups are equal or unequal in practical contexts.	To focus on equal and unequal groups when comparing numbers. To compare quantities within 5. To begin to use the language of greater than, less than and equal to with support. To compare quantities using objects, fingers and visual representations.	To compare quantities to 10 in practical contexts. To explain which quantity is greater or fewer. To order quantities and objects by size. To compare numbers using track games and practical equipment.	To compare quantities up to 10 in different contexts. To explain how they know quantities are greater than, less than or equal. To use mathematical vocabulary accurately. To compare quantities represented in different ways.	To compare quantities within 10 and explain their thinking. To recognise equivalence and inequality in practical situations. To justify comparisons using mathematical language. To apply comparison skills during problem solving.	To compare quantities up to 10 in different contexts. To recognise when one quantity is greater than, less than or the same as another quantity. To explain comparisons clearly using appropriate mathematical vocabulary.



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		Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	To explore repeating patterns of shape, including circles, triangles, rectangles and squares. To continue simple repeating patterns. To recognise day and night patterns. To begin to use the language of whole and part. To notice patterns in fingers, objects and number frames.	To understand that two equal groups can be called a 'double' and connect this to finger patterns. To sort odd and even numbers according to their 'shape'. To explore simple sharing and grouping. To recognise and continue repeating patterns. To notice patterns in 5 and a bit representations.	To identify and create repeating patterns. To understand doubles within 10. To recognise odd and even numbers. To understand that two equal groups can be called a 'double' and connect this to finger patterns. To begin to distribute quantities equally. To describe patterns noticed in numbers, shapes and arrangements. To sort odd and even numbers according to their 'shape'.	To investigate doubles and near doubles. To identify patterns within numbers to 10. To explore equal groups and sharing practically. To explain what they notice about patterns. To represent numerical patterns using objects, fingers and drawings.	To represent patterns within numbers to 10. To apply knowledge of doubles and odd and even numbers. To distribute quantities equally and explain their thinking. To identify when quantities can and cannot be shared equally.	To explore and represent patterns within numbers to 10, including odd and even numbers, double facts and how quantities can be distributed equally. To explain relationships and patterns within numbers. To use mathematical language to describe doubles, equal groups, odd and even numbers.
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Phonics - ELS Scheme - followed with fidelity

- Children should at least be on Phase 3 Set 8 to be 'working at' reading at the end of the year
 - ELG- say a sound for each letter of the alphabet, say a sound for at least 10 digraphs
 - Blend sounds to read words matching their phonics knowledge
- Read aloud simple sentences and books that match their phonic level, including some common exception words.



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Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To use pictures to tell stories. <i>(Story Structure)</i> To talk about illustrations and familiar events. <i>(Retelling and Understanding)</i> To recognise favourite stories and rhymes. <i>(Story Structure)</i>	To sequence familiar stories. <i>(Story Structure)</i> To join in with repeated phrases and actions. <i>(Story Structure)</i> To begin to answer questions about stories. <i>(Retelling and Understanding)</i> To enjoy an increasing range of fiction, non-fiction, poetry and rhymes. <i>(Book Knowledge)</i> To talk about key events in familiar stories. <i>(Retelling and Understanding)</i>	To act out stories. <i>(Story Structure)</i> To begin to predict what may happen next. <i>(Prediction and Inference)</i> To suggest how a story may end. <i>(Prediction and Inference)</i> To talk about familiar characters. <i>(Retelling and Understanding)</i>	To retell a story using pictures, props and small world resources. <i>(Retelling and Understanding)</i> To follow a story without pictures or props. <i>(Retelling and Understanding)</i> To talk about characters and settings. <i>(Retelling and Understanding)</i> To sequence events within stories. <i>(Story Structure)</i> To begin to explain why events happen. <i>(Prediction and Inference)</i>	To answer questions about what they have read. <i>(Retelling and Understanding)</i> To compare characters, settings and events. <i>(Story Structure)</i> To explain why characters behave in certain ways. <i>(Prediction and Inference)</i> To use vocabulary influenced by books. <i>(Vocabulary)</i> To discuss favourite stories and give reasons for their choices. <i>(Retelling and Understanding)</i>	To answer questions about what they have read. <i>(Retelling and Understanding)</i> To know that information can be retrieved from books. <i>(Book Knowledge)</i> To retell stories and narratives using their own words and recently introduced vocabulary. <i>(Retelling and Understanding)</i>
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		Anticipate (where appropriate) key events in stories.	To join in with repeated phrases and familiar stories. <i>(Story Structure)</i> To talk about what might happen next using picture clues. <i>(Prediction and Inference)</i> To recognise familiar story patterns. <i>(Story Structure)</i>	To recognise repeated events in familiar stories. <i>(Story Structure)</i> To answer simple questions about characters and events. <i>(Retelling and Understanding)</i> To begin to suggest what may happen next. <i>(Prediction and Inference)</i>	To recall and sequence key events. <i>(Retelling and Understanding)</i> To begin to predict what may happen in stories. <i>(Prediction and Inference)</i> To suggest how stories may end. <i>(Prediction and Inference)</i> To explain ideas with support. <i>(Prediction and Inference)</i>	To anticipate key events in familiar stories. <i>(Prediction and Inference)</i> To explain why they think something may happen next. <i>(Prediction and Inference)</i> To use illustrations and story language to support predictions. <i>(Prediction and Inference)</i> To begin to explain why events happen in stories. <i>(Prediction and Inference)</i> To talk about how characters may be feeling using pictures and story clues. <i>(Prediction and Inference)</i>	To make predictions using clues from the text and illustrations. <i>(Prediction and Inference)</i> To explain their ideas and justify their thinking. <i>(Prediction and Inference)</i> To discuss how characters might feel. <i>(Prediction and Inference)</i> To identify problems and solutions in stories. <i>(Prediction and Inference)</i> To discuss how characters are feeling and explain why. <i>(Prediction and Inference)</i> To explain why characters behave in certain ways. <i>(Prediction and Inference)</i>	To anticipate key events in stories. <i>(Prediction and Inference)</i> To explain and justify predictions. <i>(Prediction and Inference)</i> To discuss how characters may feel and why. <i>(Prediction and Inference)</i> To identify how stories are structured. <i>(Story Structure)</i> To discuss how characters are feeling and explain their reasoning. <i>(Prediction and Inference)</i> To explain why events happen in stories. <i>(Prediction and Inference)</i> To identify problems and solutions and discuss how they are resolved. <i>(Prediction and Inference)</i>
		Use and understand recently introduced vocabulary during	To independently look at a book, holding it correctly and turning pages appropriately. <i>(Book Knowledge)</i> To hear and begin to use new	To talk about new vocabulary from stories and non-fiction texts. <i>(Vocabulary)</i> To begin to use story language in play. <i>(Vocabulary)</i>	To use vocabulary from stories and rhymes during role play. <i>(Vocabulary)</i> To begin to explain the meaning of unfamiliar words.	To use recently introduced vocabulary during discussions. <i>(Vocabulary)</i> To use story language in imaginative play. <i>(Vocabulary)</i>	To use vocabulary from stories independently during role play. <i>(Vocabulary)</i> To explain the meaning of some new words. <i>(Vocabulary)</i>	To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <i>(Vocabulary)</i>



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	Word Reading	discussions about stories, non-fiction, rhymes and poems and during role play.	vocabulary introduced through stories and rhymes. <i>(Vocabulary)</i> To use new words during play with adult support. <i>(Vocabulary)</i> To join in with repeated words and phrases. <i>(Vocabulary)</i> To know that print carries meaning. <i>(Book Knowledge)</i>	To join in with repeated refrains in rhymes and poems. <i>(Vocabulary)</i> To recognise that books can give us information. <i>(Book Knowledge)</i>	<i>(Vocabulary)</i> To use language from stories when acting out events. <i>(Vocabulary)</i> To recognise the difference between stories and information books. <i>(Book Knowledge)</i> To understand that books have different purposes. <i>(Book Knowledge)</i>	To begin to explain the meaning of new words. <i>(Vocabulary)</i> To use vocabulary from non-fiction texts. <i>(Vocabulary)</i> To distinguish between fiction and non-fiction texts. <i>(Book Knowledge)</i> To recognise labels, photographs and diagrams in non-fiction books. <i>(Book Knowledge)</i> To identify the beginning, middle and end of stories. <i>(Story Structure)</i>	To use vocabulary from stories, rhymes, poems and non-fiction in conversations. <i>(Vocabulary)</i> To compare words with similar meanings. <i>(Vocabulary)</i> To understand that information can be found in books. <i>(Book Knowledge)</i> To begin to use labels, pictures and diagrams to find information. <i>(Book Knowledge)</i> To recognise repeated patterns in traditional tales. <i>(Story Structure)</i> To discuss similarities and differences between stories. <i>(Story Structure)</i>	To apply new vocabulary independently across the curriculum. <i>(Vocabulary)</i> To explain the meaning of unfamiliar words through context. <i>(Vocabulary)</i> To distinguish between fiction and non-fiction texts. <i>(Book Knowledge)</i> To know that information can be retrieved from books. <i>(Book Knowledge)</i> To use contents pages, labels and photographs to find information. <i>(Book Knowledge)</i> To identify the beginning, middle and end of stories. <i>(Story Structure)</i> To recognise repeated patterns in traditional tales. <i>(Story Structure)</i> To explain how stories are similar and different. <i>(Story Structure)</i>
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		Read words consistent with their phonic knowledge by sound-blending.	To hear and identify initial sounds in words. <i>(Phonological Awareness)</i> To begin to blend sounds together to read words containing taught sounds. <i>(Blending and Decoding)</i> To hear a VC and CVC word when sound-talked by an adult. <i>(Phonological Awareness)</i>	To blend sounds to read words using taught sounds. <i>(Blending and Decoding)</i> To read words ending in s and es. <i>(Blending and Decoding)</i> To segment and sound-talk VC and CVC words. <i>(Phonological Awareness)</i>	To read words with double letters. <i>(Blending and Decoding)</i> To recognise taught digraphs in words and blend sounds together. <i>(Blending and Decoding)</i> To recognise digraphs in words and blend sounds together. <i>(Blending and Decoding)</i> To begin to read longer words. <i>(Blending and Decoding)</i>	To read longer compound words by chunking, including those with double letters. <i>(Blending and Decoding)</i> To read CCVC and CVCC words including digraphs and trigraphs. <i>(Blending and Decoding)</i> To read compound words by chunking. <i>(Blending and Decoding)</i>	To read longer words with increasing accuracy. <i>(Blending and Decoding)</i> To read unfamiliar words using known phonemes. <i>(Blending and Decoding)</i>	To read words consistent with their phonic knowledge by sound-blending. <i>(Blending and Decoding)</i> To decode unfamiliar words using known graphemes. <i>(Blending and Decoding)</i>
		Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To recognise their name. <i>(Reading Behaviours and Fluency)</i> To begin to choose books independently. <i>(Reading Behaviours and Fluency)</i>	To begin reading captions and simple sentences using taught sounds. <i>(Reading Behaviours and Fluency)</i> To read books matching their phonics ability. <i>(Reading Behaviours and Fluency)</i> To reread books to build confidence and fluency. <i>(Reading Behaviours and Fluency)</i>	To read sentences containing HRSWs and digraphs. <i>(Reading Behaviours and Fluency)</i> To develop reading stamina. <i>(Reading Behaviours and Fluency)</i>	To read books matching their phonics ability. <i>(Reading Behaviours and Fluency)</i> To develop fluency when reading familiar texts. <i>(Reading Behaviours and Fluency)</i> To self-correct when reading. <i>(Reading Behaviours and Fluency)</i>	To reread books to build fluency and confidence. <i>(Reading Behaviours and Fluency)</i> To read with increasing expression. <i>(Reading Behaviours and Fluency)</i> To develop automaticity when reading familiar words. <i>(Reading Behaviours and Fluency)</i>	To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <i>(Reading Behaviours and Fluency)</i> To reread books to develop confidence, fluency and understanding. <i>(Reading Behaviours and Fluency)</i> To read with increasing pace and expression. <i>(Reading Behaviours and Fluency)</i> To develop reading stamina. <i>(Reading Behaviours and Fluency)</i>



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	Writing	Write recognisable letters, most of which are correctly formed.	To mark-make for a purpose inspired by Time to Talk or Drawing Club provocations. <i>(Writing for Meaning and Purpose)</i> To copy taught shapes and letters. <i>(Transcription and Letter Formation)</i> To begin to form some letters correctly. <i>(Transcription and Letter Formation)</i> To talk about what they want to draw and write. <i>(Composition and Oral Rehearsal)</i> To use vocabulary from Drawing Club stories. <i>(Writing for Meaning and Purpose)</i>	To mark-make for a purpose inspired by Drawing Club provocations. <i>(Writing for Meaning and Purpose)</i> To form lower-case letters with increasing accuracy. <i>(Transcription and Letter Formation)</i>	To mark-make for a purpose inspired by Drawing Club provocations. <i>(Writing for Meaning and Purpose)</i> To make reasonable representations of letters from memory and begin to form lower-case letters correctly. <i>(Transcription and Letter Formation)</i> To retell familiar stories verbally. <i>(Composition and Oral Rehearsal)</i> To use a tripod grip consistently. <i>(Transcription and Letter Formation)</i>	To mark-make for a purpose inspired by Drawing Club provocations. <i>(Writing for Meaning and Purpose)</i> To independently apply taught phonics in writing. <i>(Spelling and Phonic Application)</i> To form recognisable letters with increasing consistency. <i>(Transcription and Letter Formation)</i>	To mark-make for a purpose inspired by Drawing Club provocations. <i>(Writing for Meaning and Purpose)</i> To apply known GPCs with increasing independence. <i>(Spelling and Phonic Application)</i>	To mark-make for a purpose inspired by Drawing Club provocations. <i>(Writing for Meaning and Purpose)</i> To write recognisable letters, most of which are correctly formed. <i>(Transcription and Letter Formation)</i>
		Spell words by identifying sounds in them and representing the sounds with a letter or letters	To write initial sounds. <i>(Spelling and Phonic Application)</i> To identify and write initial and final sounds in VC and CVC words using taught Phase 2 GPCs. <i>(Spelling and Phonic Application)</i>	To write short strings of letters to represent words, hearing and writing the sounds they hear. <i>(Spelling and Phonic Application)</i> To write some VC and CVC words correctly and independently. <i>(Spelling and Phonic Application)</i> To spell simple VC and CVC words using taught Phase 2 and newly introduced Phase 3 GPCs. <i>(Spelling and Phonic Application)</i>	To write high-frequency decodable and HRSW words from memory. <i>(Spelling and Phonic Application)</i> To begin to write CVC words incorporating Phase 3 GPCs. <i>(Spelling and Phonic Application)</i> To spell words using taught Phase 3 digraphs and trigraphs with increasing accuracy. <i>(Spelling and Phonic Application)</i>	To independently apply taught Phase 2 and Phase 3 GPCs when spelling words in captions and simple sentences. <i>(Spelling and Phonic Application)</i>	To begin to write longer words which are phonetically plausible. <i>(Spelling and Phonic Application)</i> To spell CVCC, CCVC and other Phase 4 words using known GPCs and taught HRSW in independent writing. <i>(Spelling and Phonic Application)</i>	To write more challenging words with knowledge of Phase 2, 3, 4 and 5 sounds, including compound and multisyllabic words and words with split digraphs. <i>(Spelling and Phonic Application)</i> To spell words by identifying sounds in them and representing the sounds with taught Phase 2–5 GPCs and common exception words where appropriate. <i>(Spelling and Phonic Application)</i>



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		Write simple phrases and sentences that can be read by others.	To give meaning to marks and drawings. <i>(Composition and Oral Rehearsal)</i> To talk about what they want to write. <i>(Composition and Oral Rehearsal)</i> To write their name independently. <i>(Transcription and Letter Formation)</i> To create simple labels. <i>(Writing for Meaning and Purpose)</i>	To orally rehearse phrases before writing. <i>(Composition and Oral Rehearsal)</i> To write their name independently. <i>(Transcription and Letter Formation)</i> To label images using CVC words. <i>(Writing for Meaning and Purpose)</i> To write simple lists. <i>(Writing for Meaning and Purpose)</i> To compose simple captions. <i>(Composition and Oral Rehearsal)</i>	To orally rehearse simple sentences before writing. <i>(Composition and Oral Rehearsal)</i> To begin to apply finger spaces. <i>(Sentence Structure and Authorial Craft)</i> To draw and label story maps. <i>(Composition and Oral Rehearsal)</i> To retell and innovate traditional stories verbally. <i>(Composition and Oral Rehearsal)</i> To write cards using the format 'To ___, From ___'. <i>(Writing for Meaning and Purpose)</i> To say a sentence before writing it. <i>(Sentence Structure and Authorial Craft)</i>	To orally rehearse sentences and hold them in mind whilst writing. <i>(Composition and Oral Rehearsal)</i> To begin to write simple sentences that can be read by others. <i>(Sentence Structure and Authorial Craft)</i> To use finger spaces and full stops with support. <i>(Sentence Structure and Authorial Craft)</i> To write non-fiction texts. <i>(Writing for Meaning and Purpose)</i> To write simple factual statements linked around a theme. <i>(Composition and Oral Rehearsal)</i> To retell and innovate traditional stories verbally. <i>(Composition and Oral Rehearsal)</i> To write simple first-person sentences. <i>(Sentence Structure and Authorial Craft)</i> To write about their news. <i>(Writing for Meaning and Purpose)</i>	To orally rehearse ideas for different forms of writing. <i>(Composition and Oral Rehearsal)</i> To use adventurous vocabulary in writing. <i>(Sentence Structure and Authorial Craft)</i> To begin to read work back and check it makes sense. <i>(Sentence Structure and Authorial Craft)</i> To use story language in writing. <i>(Sentence Structure and Authorial Craft)</i> To begin to use the conjunction 'and' to join ideas. <i>(Sentence Structure and Authorial Craft)</i> To independently choose to write during play. <i>(Writing for Meaning and Purpose)</i> To write non-fiction texts. <i>(Writing for Meaning and Purpose)</i> To write simple factual statements linked around a theme. <i>(Composition and Oral Rehearsal)</i> To write simple recounts. <i>(Writing for Meaning and Purpose)</i>	To plan what they want to write through talk. <i>(Composition and Oral Rehearsal)</i> To write simple phrases and sentences that can be read by others. <i>(Sentence Structure and Authorial Craft)</i> To reread writing to ensure it makes sense. <i>(Sentence Structure and Authorial Craft)</i> To use recently introduced vocabulary in writing. <i>(Sentence Structure and Authorial Craft)</i> To plan and write the ending of a very simple story. <i>(Composition and Oral Rehearsal)</i> To write simple stories using story language. <i>(Composition and Oral Rehearsal)</i> To write riddles. <i>(Writing for Meaning and Purpose)</i> To write simple recounts. <i>(Writing for Meaning and Purpose)</i>
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	Being imaginative and expressive	Develop storylines in their pretend play, making use of props and materials when role playing characters in narratives and stories.	To develop simple storylines through home corner, large construction and small world play. <i>(Pretend Play and Role Play)</i> To choose familiar props to represent characters and objects. <i>(Character and Imagination)</i> Explore: To experiment with imaginative play using familiar resources. <i>(Creative Enquiry and Expression)</i>	To develop familiar storylines using Christmas-themed role play and small world resources. <i>(Storytelling and Narrative)</i> To select appropriate props and costumes to enhance play. <i>(Pretend Play and Role Play)</i> Explore: To extend familiar narratives independently. <i>(Creative Enquiry and Expression)</i>	To adapt familiar stories through journey-themed role play and small world play. <i>(Storytelling and Narrative)</i> To independently select and combine props to support storytelling. <i>(Character and Imagination)</i> Create: To develop original storylines collaboratively. <i>(Creative Enquiry and Expression)</i>	To invent characters and events through garden centre role play and <i>The Very Hungry Caterpillar</i>. <i>(Storytelling and Narrative)</i> To adapt and use a range of materials creatively to extend role play. <i>(Character and Imagination)</i> Create: To sustain imaginative play over time. <i>(Creative Enquiry and Expression)</i>	To develop sustained storylines through doctor, vet and People Who Help Us role play. <i>(Pretend Play and Role Play)</i> To organise props and resources to create detailed imaginary worlds with others. <i>(Character and Imagination)</i> Perform: To collaborate confidently in imaginative play. <i>(Creative Enquiry and Expression)</i>	To independently develop and sustain imaginative narratives through pirate role play and small world play. <i>(Storytelling and Narrative)</i> To independently select, adapt and use props and materials to enrich narratives and performances. <i>(Character and Imagination)</i> Perform: To confidently extend imaginative play independently and collaboratively. <i>(Creative Enquiry and Expression)</i>
		Invent, adapt and recount narratives and stories with their peers and teacher.	To retell familiar stories using simple story language with adult support. <i>(Storytelling and Narrative)</i> Explore: To join in with familiar narratives. <i>(Creative Enquiry and Expression)</i>	To adapt familiar stories by changing characters or events during play. <i>(Storytelling and Narrative)</i> Explore: To develop confidence when retelling stories with others. <i>(Creative Enquiry and Expression)</i>	To invent new events and characters within familiar stories and act them out collaboratively. <i>(Storytelling and Narrative)</i> Create: To develop original ideas through storytelling. <i>(Creative Enquiry and Expression)</i>	To create and sequence simple original narratives using story language, props and role play. <i>(Storytelling and Narrative)</i> Create: To extend and sustain imaginative narratives. <i>(Creative Enquiry and Expression)</i>	To adapt stories independently, collaborate with peers and remain in role for sustained periods. <i>(Storytelling and Narrative)</i> Perform: To confidently recount narratives to others. <i>(Creative Enquiry and Expression)</i>	To invent, adapt and confidently recount narratives and stories with their peers and teacher, using expressive language, movement and props. <i>(Storytelling and Narrative)</i> Perform: To refine, perform and reflect upon narratives independently. <i>(Creative Enquiry and Expression)</i>



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Understanding of the World	Natural World Foundations of Science	Plan, Do, Review Science Whole-School Skills Cycle	Plan		Do		Review	
			To show curiosity and ask questions. To answer 'how' and 'why' questions about their experiences in science. To develop three types of questions: Philosophical: Why do we have plants? Fact-seeking: What is this insect called? Complex: Why does the ball/apple fall to the ground? What would happen if...? To identify, sort and group objects, materials and living things.		To observe closely using their senses and simple equipment, such as magnifying glasses. To take non-standard measurements using hand spans, toy cars, Lego bricks, etc. To investigate different scientific topics in their own way. To take part in science activities by listening to and carefully following instructions. To record their observations through drawing, taking photographs, using sorting rings or boxes and, in Reception, completing simple tick sheets.		To make direct comparisons. To discuss similarities and differences between objects, materials and living things. To use their observations to help answer their questions. To talk about what they have done and found out. To develop their own narratives and explanations by connecting ideas or events.	
		Science Topic linked to our Termly Theme	Explore the natural world around them. Light and shadows. Autumn and winter changes. Hibernation. Body parts. British birds and bird songs. Woodland learning observations.	Explore the natural world around them. Space. Sources of light. Day and night. Shadows Caring for the environment.	Know similarities and differences between materials. Building materials. Floating and sinking. Waterproof materials. Ice and melting.	Make observations and draw pictures of animals and plants. Plants and growing. Human growth and change. Life cycle - butterflies Observational drawings.	Explore the natural world around them. Mini-beasts. Habitats. Pond life. Comparing environments. Magnets.	Know similarities and differences between contrasting environments. Animals and habitats. Adaptation. Seasonal changes across the year. Changing states of matter. Pushes and pulls. Scientific investigations.
		Explore the natural world around them, making observations and drawing pictures of animals and	To describe what they see, hear and feel whilst outside. <i>(Observing and Investigating)</i> To observe changes in Forest School and notice signs of autumn. <i>(Seasonal Change)</i>	To describe what they see, hear and feel whilst outside. <i>(Observing and Investigating)</i> To observe and discuss darker nights and sources of light. <i>(Seasonal Change)</i>	To describe what they see, hear and feel whilst outside. <i>(Observing and Investigating)</i> To observe the natural process of ice melting. <i>(Materials and Physical Processes)</i>	To describe what they see, hear and feel whilst outside. <i>(Observing and Investigating)</i> To investigate what plants need to grow well. <i>(Plants and Animals)</i>	To describe what they see, hear and feel whilst outside. <i>(Observing and Investigating)</i> To explore changing states of matter. <i>(Materials and Physical Processes)</i>	To describe what they see, hear and feel whilst outside. <i>(Observing and Investigating)</i> To discover animals found in Watkins Wood and compare them with those found in the pond. <i>(Habitats and</i>



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		plants.	To notice changes in trees, plants and animals. <i>(Plants and Animals)</i> To identify and name British birds and their songs. <i>(Plants and Animals)</i> To name parts of their own body. <i>(Plants and Animals)</i> To learn about hibernation and what happens to animals in winter. <i>(Plants and Animals)</i> To begin to draw simple representations of animals and plants. <i>(Observing and Investigating)</i> To show curiosity and ask questions about the world around them. <i>(Scientific Enquiry and Vocabulary – Plan)</i> To answer simple 'how' and 'why' questions about their experiences. <i>(Scientific Enquiry and Vocabulary – Plan)</i>	To explore space and the night sky. <i>(Habitats and Environments)</i> To observe how Forest School changes in winter. <i>(Seasonal Change)</i> To ask fact-seeking and philosophical questions. <i>(Scientific Enquiry and Vocabulary – Plan)</i> To identify, sort and group objects and living things. <i>(Scientific Enquiry and Vocabulary – Plan)</i>	To explore floating and sinking. <i>(Materials and Physical Processes)</i> To investigate waterproof materials through the Gingerbread Man experiment. <i>(Materials and Physical Processes)</i> To observe closely using their senses and simple equipment. <i>(Scientific Enquiry and Vocabulary – Do)</i> To investigate scientific ideas in different ways and follow instructions carefully. <i>(Scientific Enquiry and Vocabulary – Do)</i> To use vocabulary such as melt, freeze, float and sink. <i>(Scientific Enquiry and Vocabulary)</i>	To understand how they have grown and changed since birth. <i>(Plants and Animals)</i> To learn about the life cycles of butterflies, chickens and humans. <i>(Plants and Animals)</i> To draw and label observations of plants and animals. <i>(Observing and Investigating)</i> To take simple non-standard measurements. <i>(Scientific Enquiry and Vocabulary – Do)</i> To record observations through drawings, photographs and sorting activities. <i>(Scientific Enquiry and Vocabulary – Do)</i> To use vocabulary such as growth and life cycle. <i>(Scientific Enquiry and Vocabulary)</i>	To explore magnets and magnetic materials. <i>(Materials and Physical Processes)</i> To make direct comparisons between objects, materials and living things. <i>(Scientific Enquiry and Vocabulary – Review)</i> To discuss similarities and differences between materials and living things. <i>(Scientific Enquiry and Vocabulary – Review)</i> To use vocabulary such as magnetic, opposites, repel, attract. <i>(Scientific Enquiry and Vocabulary)</i>	<i>Environments)</i> To explain how animals are adapted to their habitats. <i>(Habitats and Environments)</i> To make detailed drawings of plants and animals. <i>(Observing and Investigating)</i> To use observations to answer questions and explain findings. <i>(Scientific Enquiry and Vocabulary – Review)</i> To talk about what they have done and found out, developing explanations by connecting ideas and events. <i>(Scientific Enquiry and Vocabulary – Review)</i> To use vocabulary such as habitat, adapt and observe. <i>(Scientific Enquiry and Vocabulary)</i>
		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.	To talk about experiences outdoors and books linked to the natural world. <i>(Habitats and Environments)</i> To notice similarities and differences between animals and plants. <i>(Plants and Animals)</i>	To compare autumn and winter and discuss changes they observe. <i>(Seasonal Change)</i> To talk about how light changes across the seasons. <i>(Seasonal Change)</i>	To compare materials and discuss their properties. <i>(Materials and Physical Processes)</i> To describe similarities and differences between objects. <i>(Observing and Investigating)</i> To compare materials and changing states. <i>(Materials and Physical Processes)</i>	To compare life cycles and living things. <i>(Plants and Animals)</i> To talk about similarities and differences between themselves and others. <i>(Plants and Animals)</i>	To talk about similarities and differences between environments. <i>(Habitats and Environments)</i>	To compare contrasting habitats and environments, drawing on experiences and books. <i>(Habitats and Environments)</i> To explain similarities and differences between animals and habitats. <i>(Habitats and Environments)</i>



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		Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	To notice seasonal changes in autumn and signs of winter approaching. <i>(Seasonal Change)</i>	To understand that seasons bring changes to weather, daylight and living things. <i>(Seasonal Change)</i> To understand that light changes throughout the day and year. <i>(Seasonal Change)</i>	To observe ice melting and understand that materials can change. <i>(Materials and Physical Processes)</i> To investigate floating and sinking. <i>(Materials and Physical Processes)</i> To investigate melting and freezing. <i>(Materials and Physical Processes)</i>	To understand what plants need to grow. <i>(Plants and Animals)</i> To understand life cycles and growth. <i>(Plants and Animals)</i>	To explore how magnets work. <i>(Materials and Physical Processes)</i>	To explain seasonal changes across the year. <i>(Seasonal Change)</i> To understand and explain changing states of matter. <i>(Materials and Physical Processes)</i> To explain how animals are suited to different habitats. <i>(Habitats and Environments)</i>
	Past and Present Foundations of History	Historical Enquiry and Vocabulary Progression (Ask → Investigate → Compare)		To ask questions about their family and the past. (Historical Enquiry and Vocabulary – Ask) To ask questions about events and celebrations from the past – the history of Christmas and Christmas traditions (Historical Enquiry and Vocabulary – Ask) To begin to use vocabulary such as past, old and before. (Historical Enquiry and Vocabulary – Ask) To recognise that objects from the past may be different from those used today. (Historical Enquiry and Vocabulary – Investigate) Theme: Christmas Traditions		To ask questions about their family and the past. (Historical Enquiry and Vocabulary – Ask) To investigate artefacts and to sequence events and photographs. (Historical Enquiry and Vocabulary – Investigate) To use vocabulary such as baby, before, after and change. (Historical Enquiry and Vocabulary – Investigate) Theme: Apple Class Personal History 2022 until now...		To compare life in the past with life today. (Historical Enquiry and Vocabulary – Compare) To explain what has changed and what has stayed the same. (Historical Enquiry and Vocabulary – Compare) To use artefacts to find out about the past. (Historical Enquiry and Vocabulary – Compare) To use vocabulary such as past, present, timeline, memory, artefact and compare. (Historical Enquiry and Vocabulary – Compare) To develop explanations by connecting events and ideas from the past with life today. (Historical Enquiry and Vocabulary – Compare) Theme: Florence Nightingale & Mary Seacole



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		Talk about the lives of the people around them and their roles in society.		To talk about themselves, their families and significant adults. To recognise that families can be different and that everyone belongs. To describe familiar people and their roles in family and school life. To talk about family traditions and celebrations, recognising that families may celebrate in different ways. To understand why communities remember significant events.		To use stories, photographs and objects to find out about people in the past. To understand how they have changed as they have grown. To talk about similarities and differences in family and community experiences.		To explore people who help us now and in the past. To learn about Florence Nightingale and Mary Seacole through stories, photographs and artefacts. To compare roles in society past and present. To talk confidently about the lives of people around them and their roles in society. To recognise how people contribute to their communities.
		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.		To talk about similarities and differences within their own families. To comment on photographs and memories from their own lives. To begin to use past, present, before, now and then. To compare familiar toys, objects and celebrations then and now. To use photographs and artefacts as evidence about the past. To notice that some things change while others stay similar.		To identify what is the same and what is different using stories, photographs and objects. To understand how they have changed since they were babies. To sequence photographs and simple events from their own lives. To use before, after, then, now and long ago with increasing confidence.		To compare familiar aspects of everyday life in the past and present, including homes, clothes or household routines. To compare how people helped others in the past and today. To explore local/historical artefacts and photographs. To explain similarities and differences between past and present. To explain what has changed and what has stayed the same. To draw on experiences, books, photographs, stories and artefacts.



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		Understand the past through settings, characters and events encountered in books read in class and storytelling.		To talk about familiar family stories and events from their own lives. To talk about characters and events in stories that are set in the past. To explore significant events and traditions through high-quality stories and non-fiction. To understand that stories can help us find out about life in the past. To compare and contrast characters, including figures from the past.		To ask simple questions about the past: Who? What? When? Why? How do we know? To use stories, photographs and personal experiences to understand growth and change. To sequence events and retell what happened before and after.		To learn about significant people, including Florence Nightingale and Mary Seacole, through stories, non-fiction and artefacts. To understand how people helped others in the past. To explore life in the past through stories, photographs and artefacts. To use books and storytelling to explain how life has changed over time. To talk confidently about past and present.
	People Culture and Communities Foundations of Geography	Geographical Enquiry and Vocabulary (Ask → Explore → Compare) To ask questions about where they live. <i>(Geographical Enquiry and Vocabulary – Ask)</i> To talk about familiar places and journeys. <i>(Geographical Enquiry and Vocabulary – Ask)</i> To ask questions about places shown on maps. <i>(Geographical Enquiry and Vocabulary – Ask)</i> To begin to use vocabulary such as <i>place, map, school, home</i> and <i>country</i>. <i>(Geographical Enquiry and Vocabulary – Ask)</i> <i>Theme: Our School & Our Town - Fairford</i>			To explore places through stories, maps and play. <i>(Geographical Enquiry and Vocabulary – Explore)</i> To draw simple maps and routes. <i>(Geographical Enquiry and Vocabulary – Explore)</i> To use simple maps and positional language to describe places. <i>(Geographical Enquiry and Vocabulary – Explore)</i> To recognise that people live differently around the world. <i>(Geographical Enquiry and Vocabulary – Explore)</i> <i>Theme: Trinidad & Floella Benjamin</i>		To compare places and environments. <i>(Geographical Enquiry and Vocabulary – Compare)</i> To discuss how humans can help care for the environment. <i>(Geographical Enquiry and Vocabulary – Compare)</i> To explain similarities and differences between places and environments. <i>(Geographical Enquiry and Vocabulary – Compare)</i> To use vocabulary such as <i>village, town, country, map, route, environment, habitat, near, far, compare</i> and <i>journey</i>. <i>(Geographical Enquiry and Vocabulary – Compare)</i> To develop explanations by connecting ideas about places and environments. <i>(Geographical Enquiry and Vocabulary – Compare)</i>	



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							Vocabulary – Compare)	
							Theme: Being Caretakers of Our World	
		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	To recognise and describe their immediate environment: classroom, school and local area. To know they live in Fairford, Lechlade or the surrounding area. To explore the school environment and begin to follow familiar routes. To use simple maps and photographs to talk about familiar places.		To explore places through maps, stories, non-fiction and play. To use maps to identify familiar and significant places. To draw simple maps and routes for others to follow. To talk about journeys and routes using simple positional language. To identify simple human and physical features in places studied. To use maps and photographs to explore the UK and wider world. To compare a contrasting place with Fairford/the local area. To notice similarities and differences in human and physical features.		To explore how people use and care for places. To understand ways we can keep our environment clean and improve it. To notice how human actions can affect the world around us. To consolidate map skills through maps of school, the local area and familiar journeys. To describe features of places and environments using observations, discussion, books and maps. To talk about how places studied are similar and different – with regards to eco.	



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		Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps.	To talk about places that are familiar to them and recognise that people live in different places. To begin to understand that families and communities may have different cultural backgrounds and traditions. To use stories, non-fiction and maps to learn about places beyond their immediate environment. To recognise that places around the world can be similar and different.		To recognise similarities and differences between countries and communities. To learn about Jamaica through stories, maps and the life/work of Floella Benjamin. To compare aspects of life in Jamaica and the UK. To talk respectfully about traditions, communities and belonging.		To explore a contrasting environment and compare it with Fairford/the local area. To recognise that people around the world use and care for places in different ways. To notice similarities and differences between environments. To explain similarities and differences between life in this country and life in other countries, drawing on stories, non-fiction texts and maps. To reflect on belonging, community and ways we can care for our world.	
Expressive Arts & Design	Being Imaginative & Expressive	Sing a range of well-known nursery rhymes and songs.	To join in with familiar nursery rhymes and songs. <i>(Singing and Vocal Development)</i> To begin to match pitch and melody. <i>(Singing and Vocal Development)</i> Listen: To listen and respond to familiar songs. <i>(Musical Enquiry and Performance)</i>	To sing familiar songs with increasing confidence. <i>(Singing and Vocal Development)</i> To begin to move in time to the beat. <i>(Pulse and Rhythm)</i> Listen: To recognise pulse and respond to changes in music. <i>(Musical Enquiry and Performance)</i>	To vocalise and make sounds on cue. <i>(Singing and Vocal Development)</i> To imitate modelled sounds and rhythms. <i>(Pulse and Rhythm)</i> Practise: To sing and perform with a partner. <i>(Musical Enquiry and Performance)</i>	To recognise cues to sing and play. <i>(Performing and Collaborating)</i> To sing with increasing control and accuracy. <i>(Singing and Vocal Development)</i> Practise: To respond to direction and perform with others. <i>(Musical Enquiry and Performance)</i>	To control volume and dynamics. <i>(Playing Instruments)</i> To follow directions and maintain a pulse. <i>(Pulse and Rhythm)</i> Perform: To sing confidently as part of a group. <i>(Musical Enquiry and Performance)</i>	To maintain a regular slow and fast pulse. <i>(Pulse and Rhythm)</i> To sing a range of songs with confidence. <i>(Singing and Vocal Development)</i> Perform: To sing independently and with others. <i>(Musical Enquiry and Performance)</i>



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		Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	To move in response to sounds and music. <i>(Listening and Responding)</i> To make choices independently when listening to music. <i>(Listening and Responding)</i> To explore instruments. <i>(Playing Instruments)</i> To find the pulse. <i>(Pulse and Rhythm)</i> Listen: To express feelings about music. <i>(Musical Enquiry and Performance)</i>	To still or animate in response to sounds. <i>(Listening and Responding)</i> To move to the beat. <i>(Pulse and Rhythm)</i> To react to changes in music. <i>(Listening and Responding)</i> To play instruments independently using a beater. <i>(Playing Instruments)</i> To express feelings about music. <i>(Listening and Responding)</i> Listen: To respond physically to music. <i>(Musical Enquiry and Performance)</i>	To play with a sense of beat. <i>(Pulse and Rhythm)</i> To follow prompts and flashcards. <i>(Performing and Collaborating)</i> To play cooperatively with a group. <i>(Performing and Collaborating)</i> To play with awareness of a partner. <i>(Performing and Collaborating)</i> Practise: To work with others when performing. <i>(Musical Enquiry and Performance)</i>	To recognise cues to play. <i>(Performing and Collaborating)</i> To direct a group using gestures. <i>(Performing and Collaborating)</i> To play specified instruments with control. <i>(Playing Instruments)</i> To respond to flashcards. <i>(Performing and Collaborating)</i> Practise: To perform cooperatively with increasing independence. <i>(Musical Enquiry and Performance)</i>	To control instruments to become quieter. <i>(Playing Instruments)</i> To follow directions while music is playing. <i>(Performing and Collaborating)</i> To maintain a pulse whilst performing. <i>(Pulse and Rhythm)</i> Perform: To perform with increasing confidence and control. <i>(Musical Enquiry and Performance)</i>	To perform songs, rhymes, poems and stories with others. <i>(Performing and Collaborating)</i> To move in time with music. <i>(Pulse and Rhythm)</i> To maintain a regular pulse. <i>(Pulse and Rhythm)</i> Perform: To perform confidently for an audience. <i>(Musical Enquiry and Performance)</i>
	Creating with materials Foundations of Art	Explore, see and refine a variety of artistic effects to express their ideas and feelings.	Term focus: Painting & Drawing - Alma Thomas. To explore colour, line, brush marks and repeated shapes. To mix colours; use thick and thin brushes; make dots, lines and repeated marks. To create colourful abstract artwork inspired by themselves and the world around them.	Term focus: Nativity & Storytelling - Faith Ringgold. To explore how pictures can tell stories. To cut, tear, arrange and join paper/fabric; combine drawing, painting and collage; create pattern and borders. To contribute to a collaborative Nativity story quilt/backdrop.	Term focus: DT Sculpture & Construction - Eva Jospin. To explore cardboard and paper-based materials. To cut, tear, fold, bend, roll, layer and join; select techniques for a purpose and build in 3D. To contribute to a collaborative cardboard forest/architectural landscape.	Term focus: Clay & Ceramics - Magdalene Odundo. To pinch, roll, coil, join, smooth and impress clay. To manipulate clay with hands and tools, join pieces securely and create texture/pattern. To make a small hand-built vessel.	Term focus: Printing & Pattern - Yayoi Kusama. To notice and create repeating patterns. To experiment with printing tools and objects; vary dot, shape, size and arrangement. To create a bold patterned print or collaborative large-scale dot artwork.	Term focus: Sketching & Observation - Stephen Wiltshire. To look closely before drawing and use line and shape with increasing control. To add detail when sketching familiar buildings and places. To contribute to an 'Our Fairford' class townscape.



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		Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore: To try out colour, marks and drawing/painting tools and begin to make purposeful choices.	Explore: To build on drawing, painting and collage skills and use them to communicate a simple story.	Develop: To apply cutting, shaping and joining skills when working in three dimensions.	Develop: To refine control when shaping, joining and decorating clay; combine learned techniques for a purpose.	Refine: To revisit pattern and printing, making increasingly deliberate choices about repetition, scale and arrangement.	Refine: To independently select drawing media, observe carefully, add detail and improve work after revisiting it.
		Create collaboratively, sharing ideas, resources and skills.	To share resources and work alongside others, valuing different colour and mark-making choices.	To collaborate on a shared story outcome, negotiating ideas and combining individual panels into one design.	To work with others to solve construction problems and contribute to a shared 3D outcome.	To share tools and ideas while developing individual clay outcomes; talk about different approaches respectfully.	To contribute ideas, prints and patterns to collaborative artwork and build on the ideas of others.	To create collaboratively by combining individual observational sketches into a shared class townscape.
		Share their creations, explaining the process they have used.	To talk about colours, marks and tools used and explain simple choices with support.	To explain how pictures, pattern and collage have been used to tell a story and how their panel contributes to the whole.	To describe how materials were changed and joined and explain what helped the construction stand or hold together.	To explain how clay was shaped, joined and textured and identify something they refined or improved.	To discuss the artist inspiration and explain choices about print, dot, pattern and repetition; suggest an improvement.	To confidently share their creation, explain the process used and reflect on how careful observation and refinement improved the final work.
	Being Inspired by Performance	Watch and talk about dance and performance art, expressing their feelings and responses.	To watch performances and talk about what they enjoy. <i>(Performance and Audience Awareness)</i>	To watch and talk about the <i>Nutcracker</i> pantomime. <i>(Performance and Audience Awareness)</i>	To watch performances and discuss characters and movement. <i>(Performance and Audience Awareness)</i>	To talk about performances and express opinions. <i>(Performance and Audience Awareness)</i>	To respond to performances linked to People Who Help Us. <i>(Performance and Audience Awareness)</i>	To discuss performances using appropriate vocabulary. <i>(Performance and Audience Awareness)</i>
			To respond to music and movement. <i>(Dance and Movement)</i>	To explore dance through PE sessions and the Nativity. <i>(Dance and Movement)</i>	To explore movement inspired by journeys and stories. <i>(Dance and Movement)</i>	To use movement to represent growth and change. <i>(Dance and Movement)</i>	To express ideas and emotions through movement. <i>(Dance and Movement)</i>	To move expressively in response to music and stories. <i>(Dance and Movement)</i>
			Explore: To respond to performances through movement and discussion. <i>(Creative Enquiry and Expression)</i>	To express feelings about performances. <i>(Performance and Audience Awareness)</i> Explore: To respond to dance and music with increasing confidence. <i>(Creative Enquiry and Expression)</i>	Create: To develop movement ideas inspired by stories. <i>(Creative Enquiry and Expression)</i>	Create: To communicate ideas through movement. <i>(Creative Enquiry and Expression)</i>	Perform: To perform confidently with others. <i>(Creative Enquiry and Expression)</i>	Perform: To evaluate and celebrate performances. <i>(Creative Enquiry and Expression)</i>



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Creating with Materials Foundations of Design and Technology	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Explore: To access tools and materials safely and independently. To use scissors and adhesives appropriately and explore ways materials can be cut, folded, bent, rolled, layered and joined. To investigate simple construction through continuous provision.	Explore: To select and combine materials for a purpose. To investigate joining techniques and begin to explain which methods are effective. To use drawing/collage ideas when planning a simple make linked to storytelling.	Make: To investigate, choose, join, test, change and evaluate materials during sculpture and construction. To build in 3D using cardboard/paper-based materials, considering stability, space and purpose. To improve joins and structures when they do not work as intended.	Make: To select and use tools for a purpose with increasing independence. To apply joining and construction skills within purposeful making and Kitchen Club experiences. To make changes during the process when needed.	Evaluate: To draw a simple design before making and select appropriate tools, materials and joining techniques. To prepare food through Kitchen Club and talk about choices made. To adapt a design after testing or discussion.	Evaluate: To independently draw/label a simple design, select tools and materials, make for a purpose and improve/refine the finished product.
	Create collaboratively, sharing ideas, resources and skills.	Explore: To work alongside others, share resources and investigate ideas together.	Explore: To listen to others' ideas and work together when selecting and joining materials.	Make: To collaborate when solving construction problems, testing ideas and creating a purposeful 3D outcome.	Make: To cooperate when using shared tools and resources and contribute to purposeful group making/cooking.	Evaluate: To collaborate when planning and making, sharing skills and discussing possible improvements.	Evaluate: To create collaboratively, explain how teamwork supported the process and refine products together.
	Share their creations, explaining the process they have used.	Explore: To talk about what they made, the materials used and how they joined them, with adult support.	Explore: To describe choices and say what worked well when combining or joining materials.	Make: To explain how they constructed their work, identify a problem encountered and describe how they changed or improved it.	Make: To explain the process followed and the choices made when using tools and materials for a purpose.	Evaluate: To compare the finished product with the initial idea, explain choices and suggest an improvement.	Evaluate: To confidently explain the design-and-make process, review what worked and identify how they would refine the product next time.