



## All Saints Church School Curriculum Map



ACORN Working document	AUTUMN	SPRING	SUMMER
<b>Starting points</b>	<i>Marvelous Me</i> <i>Into the Woods</i> <i>Countdown to Winter</i>	<i>People who help us</i> <i>Fairy Tales</i>	<i>Space</i> <i>Ready, Steady, Grow</i> <i>The Big Dig</i>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Listening to each other when sharing our shoeboxes</li> <li>• Sharing news and speaking in small groups</li> <li>• Role-play activities</li> <li>• Exploring key characters, settings and events in stories</li> <li>• Speaking and singing with clarity and volume to each other in small groups and larger settings e.g. our Nativity play</li> <li>• Learning new vocabulary through direct teaching e.g. at story time/song time</li> <li>• Engaging with stories, poems and non-fiction texts</li> <li>• Asking questions to further their own understanding</li> <li>• Learning new nursery rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>• Following stories without pictures or prompts</li> <li>• Using language to express and explain thoughts and feelings</li> <li>• Role-play activities</li> <li>• Retelling traditional tale stories using expressive story language</li> <li>• Holding conversations with adults and peers</li> <li>• Learning new vocabulary through direct teaching e.g. at story time/song time</li> <li>• Engaging with stories, poems and non-fiction texts</li> <li>• Learning new nursery rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>• Using imaginative language in role-play activities</li> <li>• Expressing their ideas and feelings coherently and with some detail</li> <li>• Answering questions about why things happen, giving more detailed explanations</li> <li>• Learning new vocabulary through direct teaching e.g. at story time/song time</li> <li>• Engaging with stories, poems and non-fiction texts</li> <li>• Learning new nursery rhymes and songs</li> </ul>
<b>Skills Achieved (Speaking)</b>	<ul style="list-style-type: none"> <li>• I can use connectives in my conversation</li> <li>• I can use vocabulary from stories</li> <li>• I can use my language to recreate roles and experiences in my play</li> <li>• I can ask who and what questions</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to use prepositions such as first, second in a sentence</li> <li>• I am learning to use an adjective within a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• I can participate in a small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</li> <li>• I can offer explanations for why things might happen, making use of recently introduced</li> </ul>

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	<ul style="list-style-type: none"> <li>I can use full sentences to express my ideas and thoughts</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to use my phonic knowledge clearly pronouncing all of the set 2 sounds within words</li> <li>I am learning to use vocabulary within poems</li> <li>I am learning to present formally to a group of people beyond my class</li> <li></li> </ul>	<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> <li>I can express my 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.</li> </ul>
<b>Skills Achieved (Understanding)</b>	<ul style="list-style-type: none"> <li>I can laugh at a joke</li> <li>I can respond to a question by giving detailed answers</li> <li>I can follow a two-part instruction</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to understand more complex language with adjectives and abstract concepts: soft, hard, smooth</li> <li>I am learning to understand and express my views about concepts and characters in a story</li> <li>I am learning to listen to another person's point of view and respond <b>Respect</b></li> </ul>	<ul style="list-style-type: none"> <li>I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<b>Skills Achieved (Listening and Attention)</b>	<ul style="list-style-type: none"> <li>I can focus during familiar adult led routines</li> <li>I can listen and respond to questions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to understand that I can think about what someone else is saying whilst actively listening</li> <li>I am learning to listen and do in a range of situations with a range of people; which varies in accordance with the demands of a task</li> </ul>	<ul style="list-style-type: none"> <li>I can 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. (self-regulation ELG)</li> <li>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>I can make comments about what they have heard and ask questions to clarify my understanding. <b>Wisdom</b></li> <li>I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<b>Skills Achieved (Social Communication)</b>	<ul style="list-style-type: none"> <li>I can make new friends <b>Friendship</b></li> <li>I can use social phrases</li> <li>I can debate my point of view</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to language to find out information and discuss my thoughts</li> </ul>	<ul style="list-style-type: none"> <li>I can show awareness of the listener when speaking.</li> <li>I am learning to work and play co-operatively and take turns with others. <b>Respect</b></li> </ul>

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		<ul style="list-style-type: none"> <li>• I am learning to explain my own knowledge and understanding and asks appropriate questions of others</li> </ul>	
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Engaging with sensory explorations</li> <li>• Creating and playing games indoors and outdoors</li> <li>• Developing personal hygiene skills</li> <li>• Knowing about how to make safe and healthy choices</li> <li>• Enjoying being physical and active</li> </ul> <p>Fine motor experiences:</p> <ul style="list-style-type: none"> <li>• Regular Dough Disco (adult-led)</li> <li>• Opportunities to use pegs, tweezers, mark-making tools including pencils and paintbrushes and threading (as well as other fine motor skill activities in the provision)</li> <li>• Using cutlery for hot lunches</li> <li>• Completing puzzles</li> <li>• Write Dance</li> </ul> <p>Gross motor experiences:</p> <ul style="list-style-type: none"> <li>• Regular use of spinning tops, climbing and balancing resources outdoors</li> <li>• Balls in outdoor area for throwing, catching, kicking, passing and aiming</li> <li>• Write Dance</li> <li>• PE games</li> <li>• Regular use of bikes and scooters</li> <li>• Forest School sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging with sensory explorations</li> <li>• Creating and playing games indoors and outdoors</li> <li>• Developing personal hygiene skills</li> <li>• Knowing about how to make safe and healthy choices</li> <li>• Enjoying being physical and active</li> </ul> <p>Fine motor experiences: As Autumn term plus:</p> <ul style="list-style-type: none"> <li>• Beginning to use “frog on a log” pencil grip to write letters with increasing accuracy</li> <li>• Exploring different sized paintbrushes and the way these can be used to different effects</li> <li>• Using small tools safely during Forest School sessions</li> <li>• Move from Playdough to Plasticine</li> </ul> <p>Gross motor experiences: As Autumn term plus:</p> <ul style="list-style-type: none"> <li>• Jumping and landing appropriately using PE equipment</li> <li>• Moving with increasing fluency, control and grace whilst refining running, hopping, skipping and rolling skills</li> <li>• Combining movements with ease and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging with sensory explorations</li> <li>• Creating and playing games indoors and outdoors</li> <li>• Developing personal hygiene skills</li> <li>• Knowing about how to make safe and healthy choices</li> <li>• Enjoying being physical and active</li> </ul> <p>Fine motor experiences: As Autumn &amp; Spring term plus:</p> <ul style="list-style-type: none"> <li>• Using cutlery effectively and independently</li> <li>• Refining drawing, cutting and painting skills</li> <li>• When possible, using “frog on a log” pencil grip to write</li> </ul> <p>Gross motor experiences: As Autumn &amp; Spring term plus:</p> <ul style="list-style-type: none"> <li>• Athletics skills (linked to Sports Day)</li> <li>• Applying skills that have been developed (agility, coordination, balance and strength) to begin playing simple team games</li> </ul>
<b>Skills Achieved Core Skills</b>	<ul style="list-style-type: none"> <li>• I can balance on a beam whilst picking up an item</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to follow directions on a map</li> </ul>	<ul style="list-style-type: none"> <li>• I can negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>

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	<ul style="list-style-type: none"> <li>• I can follow directions</li> <li>• I can move in a range of ways and avoid obstacles</li> <li>• I can pull my body weight</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to walk on a beam with a bean bag balanced on my head</li> <li>• I am learning to hopscotch</li> <li>• I am learning to recognise forms and objects as the same in various situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate strength, balance and coordination when playing</li> <li>• I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Skills Achieved (Health and Wellbeing)</b>	<ul style="list-style-type: none"> <li>• I can make healthy choices when choosing foods and can explain my understanding of vitamins and minerals</li> <li>• I can tell you when I should brush my teeth and what foods and drink keep my teeth healthy</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to recognise my peer's strengths and talk to them positively about what I have noticed</li> <li>• I am learning to set my own learning goals, make my own choices and persevere when challenge occurs Perseverance</li> <li>• I am learning to identify mistakes of others and offer strategies to support their resilience</li> </ul>	<ul style="list-style-type: none"> <li>• I am confident to try new activities and show independence, resilience and perseverance in the face of challenge Perseverance</li> </ul>
<b>Skills Achieved (Fine Motor Skill)</b>	<ul style="list-style-type: none"> <li>• I can form some recognisable letters</li> <li>• I can manipulate materials to make a sculpture</li> <li>• I can use tools for a purpose</li> <li>• I can form a square, triangle and diamond on a variety of surfaces using a variety of tools</li> <li>• I can show interest in forming recognisable letters that are important to me</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to cut out a range of triangles (and with sides measuring as small as 8cm). Their cut line should not be wider than 1cm. I am learning to cut out a range of circles (and with diameters measuring as small as 12cm). Their cut line should not be wider than 1cm.</li> <li>• I am learning to cut out a range of large, simple shapes while staying within a line that is 0.6cm wide.</li> <li>• I am learning to form one armed robot letters (b, h, k, m, n, r). I am learning to form curly caterpillar letters (c, a, d, e, g, o, q, f, s). I am learning to form zig zag letters (v, w, x, z).</li> </ul>	<ul style="list-style-type: none"> <li>• I can use scissors to cut lines and shapes with increasing accuracy. I can use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• I can form recognisable letters, most of which are correctly formed. I can hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Sharing some key experiences and likes through personal 'shoeboxes'</li> <li>• Establishing class routines</li> <li>• Knowing who can help me in school</li> <li>• Showing an awareness of taking turns and sharing Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and describing key emotions, thinking about ourselves and others</li> <li>• Discussing similarities and differences openly and sensitively Respect</li> <li>• Developing Perseverance through STEAM activities and challenges in the provision</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to each other's suggestions and beginning to work as a small group or team</li> <li>• Understanding that other people may have different opinions and that this is OK</li> </ul>

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	<ul style="list-style-type: none"> <li>• Trying new things – sensory circle times</li> <li>• Show willingness and growing confidence to take part in whole class activities e.g. Nativity</li> <li>• Knowing the importance of good hygiene and making some healthy food choices</li> <li>• Forming positive relationships with adults and other children <b>Love</b></li> <li>• Growing in emotional resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a group to produce an outcome</li> <li>• Beginning to understand how our bodies work and what happens to our bodies when we exercise</li> <li>• Increasing our independence with dressing/undressing</li> <li>• Discussing the ‘morals’ of stories– what can we learn from them?</li> <li>• Knowing who can help us outside of school</li> <li>• Fostering positive relationships with adults and peers built on trust and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on achievements over the year; begin thinking and talking about end of year transition</li> <li>• Persevering with challenges and having confidence in own abilities <b>Perseverance</b></li> <li>• Knowing how to look after own bodies; making safe and healthy choices</li> <li>• Having strong, supportive relationships with adults and peers, with a growing ability to respect the feelings of others <b>Love</b></li> </ul>
<b>Skills Achieved (Building Relationships)</b>	<ul style="list-style-type: none"> <li>• I can self-regulate my feelings whilst, working together sometimes with an adult to compromise and negotiate to understand and respond to others points of view.</li> <li>• I can use play to reflect my culture and relationships that are special to me</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to listen to and understand my wider class point of view to resolve conflicts by compromising or negotiating usually independently</li> <li>• I can play co-operatively</li> </ul>	<ul style="list-style-type: none"> <li>• I can work and play co-operatively and take turns with others</li> <li>• I can form positive attachments to adults and friendships with peers <b>Love</b></li> <li>• I can show sensitivity to my own and other needs.</li> </ul>
<b>Skills Achieved (Sense of Self)</b>	<ul style="list-style-type: none"> <li>• I can communicate freely about my ideas, culture, relationships and experiences</li> <li>• I can explain how I review my goals and test alternative approaches</li> <li>• I can communicate a mistake and how I can resolve it</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to recognise my peer’s strengths and talk to them positively about what I have noticed</li> <li>• I am learning to set my own learning goals, make my own choices and persevere when challenge occurs <b>Perseverance</b></li> <li>• I am learning to identify mistakes of others and offer strategies to support their resilience</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my uniqueness and can talk positively about being me</li> <li>• Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge</li> </ul>
<b>Skills Achieved (Understanding Emotions)</b>	<ul style="list-style-type: none"> <li>• I can use all four areas of the zones of regulation to tell my peers and adults how I am feeling and how people in my class are feeling</li> <li>• I can create rules to support fair play and expect others to follow them <b>Respect</b></li> <li>• I can remember some strategies to help me emotionally regulate</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to listen to and understand my wider class point of view to resolve conflicts by compromising or negotiating usually independently <b>Wisdom</b></li> <li>• I am learning to respect and tolerate others when they do not have the same view or want the same things</li> </ul>	<ul style="list-style-type: none"> <li>• I can show an understanding of my own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• I am sensitive to the ideas of justice and fairness <b>Respect</b></li> <li>• I can explain the reason for rules, know right from wrong and try to behave accordingly</li> </ul>

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	<ul style="list-style-type: none"> <li>I can demonstrate and explain green learning behaviours and the benefits of them</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to maintain a positive attitude and regulate my feelings when I am in a challenging scenario</li> </ul>	
<b>Skills Achieved (Keeping Safe)</b>	<ul style="list-style-type: none"> <li>I can tell you when I feel unsafe online</li> <li>I can explain some of the dangers online</li> <li>I can describe a respectful relationship</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to be a safe pedestrian</li> <li>I am learning to stay safe online and when using technology including observing consent and protect my passwords</li> <li>I am learning to stay safe in a variety of environments</li> <li>I am learning to stay safe in the home</li> </ul>	<ul style="list-style-type: none"> <li>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> <li>I can demonstrate my understanding of safe adults and how to get help from the emergency services</li> <li>I can keep myself safe around animals, water, sea and around the home</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Listening to and engaging with stories, books, poems and rhymes</li> <li>Learning and using new, taught vocabulary</li> <li>Engaging with opportunities for mark making indoors and outdoors</li> <li>Building an awareness of rhyme and rhythm</li> <li>Developing phonological awareness including hearing and identifying phonemes within words (often starting with the initial phoneme)</li> <li>Practising oral blending and segmenting</li> <li>Learning single phonemes and some consonant digraphs using "Read Write Inc" phonics</li> <li>Learning to read and spell some "tricky words"</li> <li>Beginning to use taught phonemes to read and write simple words (CVC)</li> <li>Orally compose simple sentences during whole class shared writing sessions.</li> <li>Writing their own name with increasing confidence</li> <li>Drawing Club</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and engaging with stories, fiction and non-fiction books, poems and rhymes</li> <li>Learning and using new, taught vocabulary</li> <li>Engaging with opportunities for mark making indoors and outdoors</li> <li>Consolidating phonological awareness skills (alliteration, rhyme, rhythm)</li> <li>Continuing "Read Write Inc." phonics to recap taught phonemes and begin to learn Set 2 vowel digraphs/trigraphs</li> <li>Using taught phonemes to read and write simple words</li> <li>Recognising and spelling some simple tricky words</li> <li>Beginning to form simple sentences using finger spaces between each word</li> <li>Beginning to form lower case and some upper-case letters correctly</li> <li>Showing an understanding of what they have read/what has been read to them; using language to anticipate and talk about events</li> <li>Drawing Club</li> </ul>	<ul style="list-style-type: none"> <li>Consolidating "Read Write Inc" phonics knowledge (Sets 1 and 2, 3 if appropriate for cohort/groups of children)</li> <li>Applying phonic knowledge to reading and writing simple sentences</li> <li>Reading and spelling some 'tricky words'</li> <li>Consolidating pencil grip and letter formation</li> <li>Reading for pleasure and enjoying talking about stories</li> <li>Knowing nursery rhymes by heart and enjoying joining in with these as well as poems and songs</li> <li>Drawing Club</li> </ul>

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<b>Literacy: Key books &amp; nursery rhymes</b>	<ul style="list-style-type: none"> <li>• Book focus Term 1: Rainbow Fish, The Gruffalo and We're Going on a Bear Hunt</li> <li>• Book focus Term 2: Winnie's Amazing Pumpkin, Stickman, The Jolly Christmas Postman and The Christmas story.</li> <li>• Nursery rhymes/songs linked to Harvest: 5 Little Apples. Dingle Dangle Scarecrow.</li> <li>• Nursery rhymes/songs linked to cooking: Pat-a-cake. Polly put the kettle on. I'm a little teapot. Three little kittens. Little Jack Horner.</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional tales using Talk for Writing (story maps, key ideas, innovations) suggestions:</li> <li>• Goldilocks. The 3 Billy Goats Gruff. Little Red Riding Hood.</li> <li>• Book focus/ideas: Dot The Hospital Dog</li> </ul>	<ul style="list-style-type: none"> <li>• Talk for Writing linked to growing: Jack and the Beanstalk. The Enormous Turnip. The Little Red Hen.</li> <li>• Spring/growing themed nursery rhymes: Lavender's Blue. Mary had a little lamb. Mary, Mary, Quite Contrary. Wiggly woo.</li> <li>• Book focus/ideas: The Very Hungry Caterpillar. Supertato. Oliver's Vegetables/Fruit Salad/Milkshake. George &amp; Flora. Jasper's Beanstalk.</li> </ul>
<b>Skills Achieved (Phonics)</b>	<ul style="list-style-type: none"> <li>• I can use recognise RWI set 1 sounds</li> <li>• I can orally blend and segment CVC words</li> <li>• I can read some common exceptional words</li> <li>• I can read a simple caption of decodable words with my phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to apply set 1 and set 2 sounds</li> <li>• I am learning to recognise words with adjacent consonants and longer vowel sounds</li> <li>• I am learning to read securely common exception words within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• I can read words consistent with my phonic knowledge by sound blending.</li> <li>• I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</li> </ul>
<b>Skills achieved (Fluency and Author techniques)</b>	<ul style="list-style-type: none"> <li>• I am interested in books and want to know what print means</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• I am learning to understand that a non-fiction book is a non-story and it gives information</li> <li>• I am learning to understand that fiction means a story</li> </ul>	<ul style="list-style-type: none"> <li>• I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Skills Achieved Comprehension (Understanding)</b>	<ul style="list-style-type: none"> <li>• I can focus during familiar adult led routines</li> <li>• I can listen and respond to questions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• I am learning to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</li> <li>• I can anticipate (where appropriate) key events in stories.</li> <li>• I can use and understand recently introduced vocabulary during discussions about stories,</li> </ul>

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			non-fiction, rhymes and poems and during role play.
<b>Skills Achieved Comprehension (Comparing)</b>	<ul style="list-style-type: none"> <li>I can respond to comments and questions and give my opinion on texts I listen to</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to develop my own narratives and explanations by connecting ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>I can 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.</li> </ul>
<b>Skills Achieved Comprehension (Inference)</b>	<ul style="list-style-type: none"> <li>I can recall and discuss familiar stories or information that has been read to me</li> <li>I can predict what might happen next in stories that are new to me</li> <li>I can ask some key questions to learn more about the story or text</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to use story language when acting out a narrative.</li> <li>I am learning to draw pictures of characters/ event / setting in a story. May include labels</li> </ul>	<ul style="list-style-type: none"> <li>I can anticipate (where appropriate) key events in stories.</li> <li>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
<b>Skills Achieved Comprehension (Performance)</b>	<ul style="list-style-type: none"> <li>I can use and remember new vocabulary I have learned</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to recite and perform key poems and stories</li> <li>I am learning to remember key facts from non-fiction books and use the information for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</li> </ul>
<b>Skills Achieved (Writing)</b>	<ul style="list-style-type: none"> <li>I can write some letters accurately</li> <li>I can use marks to describe my experiences and record information</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to form lower-case and capital letters correctly.</li> <li>I am learning to write short sentences using a capital letter and full stop.</li> <li>I am learning to re-read what I have written to check it makes sense. <b>Wisdom</b></li> </ul>	<ul style="list-style-type: none"> <li>I can write recognisable letters, most of which are correctly formed</li> <li>I can spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>I can write simple phrases and sentences that can be read by others.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Counting confidently and having a deep understanding of numbers to 5 through:</li> </ul>	<ul style="list-style-type: none"> <li>Counting confidently and having a deep understanding of numbers to 10 through:</li> </ul>	<ul style="list-style-type: none"> <li>Deepening their understanding of numbers to 10 and consolidating prior learning regarding counting, adding, subtracting</li> </ul>

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<p><b>Drawing upon White Rose and NCETM Mastering Number (including Numberblocks)</b></p>	<ul style="list-style-type: none"> <li>• Recognising numerals to 5 and knowing what they represent</li> <li>• Counting a set of objects to 5, beginning to subitise to 5</li> <li>• Using numicon, small manipulatives, 5 frames and part-whole models for organising counting</li> <li>• Adding and subtracting within 5 – looking at number bonds</li> <li>• Knowing 1 more/1 less to 5</li> <li>• Comparing quantities by looking at more/less</li> <li>• Orally counting to 10 and beyond</li> <li>• Naming 2D shapes – using mathematical and informal language to describe them</li> <li>• Selecting shapes for a purpose – knowing how to manipulate/rotate them to suit their purpose</li> <li>• Creating and extending AB repeating patterns, beginning to identify the unit of repeat</li> <li>• Comparing objects by length/weight/capacity – using mathematical language to describe them</li> <li>• Using mathematical language to describe position</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising numerals to 10 and knowing what they represent</li> <li>• Counting a set of objects to 10, may begin to subitise to 10</li> <li>• Using numicon, small manipulatives, 10 frames and part-whole models for organising counting</li> <li>• Adding and subtracting within 10 – looking at number bonds</li> <li>• Knowing 1 more/1 less to 10</li> <li>• Comparing quantities by looking at more/less</li> <li>• Orally counting to 20 and beyond</li> <li>• Knowing that shapes can be composed and decomposed and have other shapes within them e.g. tangrams</li> <li>• Creating and extending repeating patterns: ABC/ABB/ABBC</li> <li>• Beginning to use non-standard units of measure to compare objects by length/weight/capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring doubling, halving and sharing. Using this knowledge of whether or not something is ‘fair’ to look at even and odd numbers.</li> <li>• Knowing that numbers can be split into more than two numbers</li> <li>• Orally counting to 20 and beyond – begin looking at 100 squares to identify patterns in numbers</li> <li>• Creating and extending repeating patterns: making patterns which repeat around a circle, making a pattern around a border with a fixed number of spaces, pattern spotting around us</li> <li>• Beginning to use time to sequence events</li> <li>• Beginning to experience specific time durations</li> <li>• Developing mathematical vocabulary around money and learning to recognise some coins</li> </ul>
<p><b>Skills Achieved (Counting and Cardinality)</b></p>	<ul style="list-style-type: none"> <li>• I can verbally count from 0 – 20</li> <li>• I understand the cardinal value of up to 6 items in a set</li> <li>• I can correctly form a number that is special to me</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to match numerals and quantity beyond 10</li> <li>• I am learning to correctly form numerals 0-10</li> <li>• I am learning to count ten objects and beyond from a larger group</li> </ul>	<ul style="list-style-type: none"> <li>• I can verbally count beyond 20, recognising the pattern of the counting system</li> <li>• I can put numerals in order 1-10</li> </ul>
<p><b>Skills Achieved (Comparison)</b></p>	<ul style="list-style-type: none"> <li>• I can predict in relation to heavy and light</li> <li>• I can predict in relation to quantity</li> <li>• I can predict in relation to measure</li> <li>• I can predict in relation to time</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to compare numbers from 1-10</li> <li>• I am learning to answer the question how do you know?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• I can say groups are equal by counting them</li> <li>• I know what one more and 1 less than a number is, from 1 to 10</li> </ul>

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<b>Skills Achieved (Composition and Subitising)</b>	<ul style="list-style-type: none"> <li>• I can subitise with my eyes from 0-6</li> <li>• I can subitise with my eyes irregular dot patterns up to 6</li> <li>• I can double numbers 1 to 3</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to be able to recognise and explain that numbers are made up of other number combinations (inverse operations)</li> <li>• I am learning to recognise that numbers can be partitioned into different pairs of numbers</li> <li>• I am learning to split even quantities into 2 equal groups</li> <li>• I am learning to explore odd and even numbers</li> <li>• I am learning to double all my numbers up to 10</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>• I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> </ul>
<b>Skills Achieved (Pattern)</b>	<ul style="list-style-type: none"> <li>• I can identify the unit of repeat</li> <li>• I can spot an error in an AB pattern and tell you why</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to copy and create independently an ABBC pattern</li> <li>• I am learning to spot and error in and ABBC pattern</li> <li>• I am learning to make a pattern with a border or a circle</li> </ul>	<ul style="list-style-type: none"> <li>• I can spot patterns in my environment and explain why they are a pattern</li> <li>• I can predict whether a pattern can keep going</li> <li>• I can construct my own pattern</li> </ul>
<b>Skills Achieved (Shape, Space and Spatial awareness)</b>	<ul style="list-style-type: none"> <li>• I can make patterns and represent my ideas using circles and triangles</li> <li>• I can match and sort 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to combine shapes of different sizes to make other shapes</li> <li>• I am learning to sort two different puzzles and put the puzzles back together</li> <li>• I am learning to follow directions from an adult</li> <li>• I am learning to follow a set of instructions to complete a model using a combination of 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• I can name 2D and 3D shapes</li> <li>• I can combine shapes to make other shapes and patterns</li> <li>• I can follow a map and directions from an adult</li> <li>• I can find shapes in other shapes</li> </ul>
<b>Skills Achieved (Measure)</b>	<ul style="list-style-type: none"> <li>• I can organise a sequence of three events</li> <li>• I can shop using resources that combine and represent up to 3p</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to order the sequence of the day using time related vocabulary</li> <li>• I am learning to estimate and predict the comparison between two objects or two amounts</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my prediction skills to estimate which is heavier, lighter, taller, shorter, wider, longer, fuller, emptier, more, less</li> <li>• I can talk about time specific events</li> </ul>

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	<ul style="list-style-type: none"> <li>I can find items that weigh and measure the same and communicate my understanding</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to read the visual timetable and understand times of the day (e.g. bedtime, lunchtime)</li> <li>I can shop using numicon 'ones' shapes/tens frames up to 10 matching pennies</li> </ul>	<ul style="list-style-type: none"> <li>I can shop with 1p pieces</li> <li>I can order 2 items by weight or capacity or by length or weight</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Talking about past and present events e.g. summer holidays, starting school</li> <li>Discussing and exploring special events/celebrations including birthdays, Harvest, Diwali, Remembrance Day, bonfire night and Christmas <b>Community</b></li> <li>Exploring the school environment, both inside the building and outside in the school grounds</li> <li>Identifying and discussing changes in the environment that happen in Autumn and Winter</li> <li>Learning about where some animals live and how they survive in cold habitats</li> <li>Developing and broadening vocabulary linked to the wider world around us</li> <li>Autumn whole school walk <b>Friendship</b></li> <li>Kapow ICT unit (Computing systems and networks 1: Using a computer)</li> </ul>	<ul style="list-style-type: none"> <li>Learning about people's job roles in society and how these can help us to keep healthy, safe and live our lives. Make links to Yeovil Hospital. <b>Community</b></li> <li>Discussing and exploring special events/celebrations including birthdays, Chinese New Year, Mother's Day, Easter</li> <li>Identifying and discussing changes in the environment that happen as Winter moves towards Spring</li> <li>Developing and broadening vocabulary linked to the wider world around us</li> <li>Kapow ICT Unit (Programming 1: All about instructions. Computing systems and networks 2: Exploring hardware)</li> <li>Using technology for a purpose e.g. taking photos on an iPad</li> <li>Drawing pictures on an iPad/computer</li> <li>Programming a simple technological toy (Beebot)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Comparing the material of objects, discussing texture and purpose and observing changes in state</li> <li>Exploring maps of different scales and locations</li> <li>Drawing simple maps of key, well-known locations</li> <li>Discussing different environments and their features</li> <li>Discussing and exploring special events/celebrations including birthdays, St George's Day</li> <li>Identifying and discussing changes in the environment that happen as Spring moves towards Summer</li> <li>Kapow ICT unit (Programming 2: Programming Bee-Bots. Data handling: Introduction to data)</li> <li>Exploring typing on a keyboard</li> <li>Programming a simple technological object using maps as well as giving and following instructions with Beebots</li> <li>Observing changes over time e.g. plants, life cycles (butterfly, chick, frog)</li> <li>Discussing the human impact on the environment, think about how to we can help</li> <li>Developing and broadening vocabulary linked to the wider world around us</li> </ul>

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<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• <i>What makes people special?</i> <b>Wisdom</b></li> <li>• Christianity and Judaism</li> <li>• The story of the Nativity</li> <li>• Incarnation</li> <li>• <i>How do people celebrate?</i></li> <li>• Diwali, Christmas and Hannukah</li> </ul>	<ul style="list-style-type: none"> <li>• Creation/God</li> <li>• Salvation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What makes places special?</i> <b>Wisdom</b></li> <li>• Christianity, Islam and Judaism</li> <li>• <i>What can we learn from stories?</i></li> <li>• Christianity, Islam and Hinduism</li> </ul>
<b>Skills Achieved (Geography)</b>	<ul style="list-style-type: none"> <li>• I can find my school, home or other familiar places on a picture map or ariel photo</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to use directional words to direct others</li> <li>• I am learning to draw and label a map with key features of my town</li> <li>• I am learning to present my ideas about different places in the world and talk about similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
<b>Skills Achieved (RE)</b>	<ul style="list-style-type: none"> <li>• I understand and can talk about some places of worship in my community</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to recognise and the different figures within my community that keep me safe</li> <li>• I am learning to discuss the places of worship, celebrations and customs of the key people in my community</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell my teacher some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class <b>Community</b></li> <li>• I can talk about the lives of the people around me and their roles in society</li> </ul>
<b>Skills Achieved (Science)</b>	<ul style="list-style-type: none"> <li>• I can describe where some light sources come from</li> <li>• I can use the language of magnetic in the right context</li> <li>• I can talk about seasons and how the weather and temperature changes</li> <li>• I can experiment with how things change (hot/cold/sink/float/frozen/melted) and describe the changes</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to be able to explain what happens when light travels through opaque materials</li> <li>• I am learning to use the words repel and attract</li> <li>• I am learning to identify how animals behave during different seasons</li> <li>• I am learning to investigate the effect I can have on the climate, animals and plants</li> <li>• I am learning to predict what my happen to changes of matter, test my ideas and reach a conclusion <b>Wisdom</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can explore the natural world around me, making observations and drawing pictures of animals and plants</li> <li>• I can tell you some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• I can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>

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<b>Skills Achieving (ICT)</b>	<ul style="list-style-type: none"> <li>• I can talk about why we give consent for our photo to be taken</li> <li>• I can describe how I keep myself safe online</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to manage a device by correctly closing websites or apps and safely turning on and off.</li> <li>• I am learning to input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet).</li> </ul>	<ul style="list-style-type: none"> <li>• I can write my name using a keyboard on different devices</li> <li>• I can follow the school's safer internet rules and tell my adult if I am worried</li> <li>• I can independently listen to my body and manage my screen time</li> <li>• I can make a floor robot go forwards, backwards and turn to follow a simple route</li> </ul>
<b>Skills Achieved (History)</b>	<ul style="list-style-type: none"> <li>• I can use the language of past and present</li> <li>• I can talk about the past, present and future and understand some things are in the past</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to talk about a range of fictional and non-fictional characters from a range of cultures.</li> <li>• I am learning to order events based on chronology, recognising that things happened before they were born.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the lives of the people around me and their roles in society <b>Community</b></li> <li>• I can tell you some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class <b>Wisdom</b></li> <li>• I can understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Responding to music with dance and movement</li> <li>• Exploring craft and building activities independently</li> <li>• Exploring voice sounds; joining in with action songs and nursery rhymes</li> <li>• Responding to celebrations with art and craft e.g. poppies/poppy artwork at Remembrance Day; Christmas cards/decorations</li> <li>• Exploring transient art and using nature to produce/support artwork e.g. leaf rubbings in Autumn</li> <li>• Learning and singing Christmas songs</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring how to play instruments at different volume and pace. Begin to play along with a simple rhythm (see Kapow – 'Music and Movement')</li> <li>• Creating and responding to musical stories (see Kapow – 'Musical stories')</li> <li>• Responding to celebrations with art and craft e.g. Mother's Day, Easter</li> <li>• Learning and singing Easter songs. Increasingly matching pitch and following melody when singing.</li> <li>• Exploring different marks that can be made by using different paintbrushes/tools for painting.</li> <li>• Introduction to STEAM process</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring and describing texture, properties of materials and objects</li> <li>• Responding to celebrations with art and craft e.g. Father's Day</li> <li>• Exploring a wider range of instruments and learning about orchestras including the role of a conductor (see Kapow – 'Big band')</li> <li>• Practising a song/piece of music using instruments to perform either solo or in groups</li> <li>• Artists to consider: Van Gough, Monet (flower artwork), Warhol (printing/stamping), O'Keefe (water colours/oil pastels)</li> </ul> <p>Access Art Units – to take inspiration from</p>

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	<ul style="list-style-type: none"> <li>• Learning the names of some instruments; learning how to play them e.g. shake, strike, use a beater</li> <li>• Exploring and responding to music and dance linked to festivals/celebrations e.g. Diwali, Hannukah (see Kapow – ‘Celebration music’)</li> <li>• Developing imagination through open-ended role-play opportunities including large scale and small world toys, natural resources and familiar scenarios e.g. home setting</li> <li>• Artists to consider: Kandinsky (shape maths), Mondrian (lines), Pollock (splat painting)</li> </ul> <p>Access Art Units – to take inspiration from</p> <ul style="list-style-type: none"> <li>• What can we see?</li> <li>• How can we explore colour?</li> <li>• How can we build worlds?</li> <li>• How can we explore materials and marks?</li> <li>• How can we explore 3D materials?</li> <li>• How can we use our bodies to make art?</li> <li>• How can we use our imaginations?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists to consider: Matisse (collage e.g. Snail), Seurat (pointillism – use a range of small tools to explore this effect), Klimt (use a view finding to look at the intricate detail)</li> </ul> <p>Access Art Units – to take inspiration from</p> <ul style="list-style-type: none"> <li>• What can we see?</li> <li>• How can we explore colour?</li> <li>• How can we build worlds?</li> <li>• How can we explore materials and marks?</li> <li>• How can we explore 3D materials?</li> <li>• How can we use our bodies to make art?</li> <li>• How can we use our imaginations?</li> </ul>	<ul style="list-style-type: none"> <li>• What can we see?</li> <li>• How can we explore colour?</li> <li>• How can we build worlds?</li> <li>• How can we explore materials and marks?</li> <li>• How can we explore 3D materials?</li> <li>• How can we use our bodies to make art?</li> <li>• How can we use our imaginations?</li> </ul>
<p><b>Skills Achieved (Music)</b></p>	<ul style="list-style-type: none"> <li>• I can hop or jump in time to the beat</li> <li>• I can sing some songs or raps from memory</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to replicate familiar choreographed dances to music</li> <li>• I am learning to Invent a pattern using one pitched note, keep the pulse throughout with a single note and</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

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	<ul style="list-style-type: none"> <li>I can copy basic rhythm patterns of single words, building to short phrases from the song/s</li> </ul>	begin to create simple 2-note patterns to accompany the song.	
<b>Skills Achieved (Imaginative Play)</b>	<ul style="list-style-type: none"> <li>I can represent imaginary ideas or events, people and objects</li> <li>I can represent real-life ideas or events, people and objects</li> <li>I am developing story lines in my creative play linked to my experiences</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to introduce a story line and narrative to my play</li> </ul>	<ul style="list-style-type: none"> <li>I can invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>I can make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<b>Skills Achieved (Self Expression)</b>	<ul style="list-style-type: none"> <li>I can use a stapler to join materials</li> <li>I can create a mono print</li> <li>I can draw straight lines and crosses</li> <li>I can draw a person with increased features</li> <li>I can name secondary colours</li> <li>I can combine primary colours to make secondary colours</li> <li>I can hold a paint brush with my fingers and thumb, hand and arm pointing downwards</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to join materials through sewing</li> <li>I am learning to trace and rub over different materials</li> <li>I am learning to add colour, grades of shade and detail to my drawing</li> <li>I am learning to add a narrative to my paintings</li> <li>I am learning to create different effects using a variety of tools such as dots, scratches and splashes</li> </ul>	<ul style="list-style-type: none"> <li>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>I can share my creations, explaining the process I have used</li> <li>I can add detail to my drawing that I create from observations or my imagination</li> </ul>
<b>Skills Achieved (Construction)</b>	<ul style="list-style-type: none"> <li>I can use tweezers or other tools to create models</li> <li>I am using simple sentences to explain actions</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to follow instructions to complete a model</li> </ul>	<ul style="list-style-type: none"> <li>I can share my creations, explaining the process I have used.</li> </ul>
<b>Cooking ideas (+ Nursery Rhyme link)</b>	<ul style="list-style-type: none"> <li>Tea and toast (Polly put the Kettle On. I'm a Little Teapot)</li> <li>Hedgehog bread – Harvest (<i>Dingle Dangle Scarecrow, 5 Little Apples</i>)</li> <li>Pumpkin/vegetable soup</li> <li>Autumn leaf biscuits</li> <li>Edible 'sparklers'</li> </ul>	<ul style="list-style-type: none"> <li>Chinese cooking</li> <li>Easter nests</li> <li>Porridge (Goldilocks)</li> </ul>	<ul style="list-style-type: none"> <li>Fruit kebabs/fruit salad – eating a rainbow</li> <li>Vegetable 'pizzas' – eating a rainbow</li> <li>Fairy cakes (Pat-a-cake)</li> </ul>

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	<ul style="list-style-type: none"> <li>Christmas cakes (Little Jack Horner)</li> </ul>				
<b>Forest school</b>	<p>With the help of adults, I recognise the need to prepare for outdoor learning. I dress appropriately and prepare for outdoor learning with increasing independence.</p> <p><i>Setting up boundaries, rules and routines</i></p>	<p>With support, I recognise and can describe fundamental seasonal changes in familiar outdoor environments.</p> <p><i>Seasonal activities – scavenger hunts / looking for signs of Autumn and Winter / natural art / bird feeders / ice art</i></p>	<p>With close guidance and support, I can use simple tools and equipment to achieve tasks that I couldn't achieve without them.</p> <p><i>Whittling (over whole term) – journey sticks</i></p> <p><i>Mapping activities</i></p>	<p>With close support to begin, I can identify the most abundant plant and animal species in my local environment.</p> <p><i>Identifying animals / dinosaurs using clues</i></p>	<p>With close guidance and support, I develop an appreciation for the use and potential of found objects and environments during outdoor learning.</p> <p><i>Making shelters / dens / fairy houses / elf castles</i></p> <p><i>I appreciate the productivity of the natural environment and learn about the process of planting, tending and harvesting from the land, organically.</i></p> <p><i>Cooking on fire – vegetable kebabs (from the garden?)</i></p>
<b>Educational Visits / Visitors</b>	Buddy Welly Walk to Montacute House		<p><i>People who help us visitors (Fire engine, police, Dr/Nurse/Dentist, Forces, Post office visit – write and send postcards/letters Montacute House - lambs</i></p>		<p><i>Trip: Axe Valley Montacute park – forces Montacute House – orangery, veg gardens, wild garlic in grounds</i></p>

**Notes:**

- Activities and themes are influenced by the children's interests; activities may vary from cohort to cohort to ensure maximum engagement.

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