

Curriculum Areas

	Project	Getting to Know You	Mischief Mystery	The Land Before Time	Once Upon a Fairy Tale	Allotment Antics	Under the Sea	Jetting all Over the World
Yr R	PSED	Select and use activities and resources with help. Initiating play, offering cues to peers to join them. Developing confidence in social situations. Beginning to take turns and share resources.	Initiating conversations and forming good relationships with adults and peers. Awareness of the boundaries set and of behavioural expectations. (Class Charter)	Initiating conversations taking into account what others say. Beginning to adapt behaviour to different events, social situations.	Confidently speaking to others about own needs, wants, interests and opinions. Describing self in positive terms and talking about own abilities.	Beginning to be able to negotiate and solve problems without aggression. Taking steps to resolve conflicts with other children.	Showing sensitivity to others needs and feelings. Talking about how they and others show feelings. Adjusting their behaviour to different situations and taking changes of routine in their stride.	Confidently speaking in a familiar group. Working as part of a group or class and understanding and following the class charter. Talking about their own and others behaviour and its consequences.
	CL	Listening to stories with attention and recall. Developing attention span and concentration. Responding to simple instructions.	Joining in with rhymes. Exploring meaning and sounds of new words. Increasing attention when listening to stories.	Using language to imagine and recreate roles in play situations. Listening and responding to ideas expressed by others.	Introducing a storyline or narrative into their play. Following a story without pictures or props. Linking statements and sticking to a main theme or intention.	Listening to stories accurately and anticipating key events. Responding to what they hear with relevant comments, questions or actions.	Listening attentively in a range of situations. Following instructions involving several ideas and actions.	Expressing themselves effectively, showing awareness of listeners needs. Using past, present and future forms accurately when talking about previous or future events.
	PD	Moving in different ways and developing confidence in PE. Managing personal hygiene - washing hands.	Negotiating space successfully. Travelling with confidence, under, over and through climbing and balancing equipment. Showing increasing control over an object. Developing pencil control using the correct grip.	Experimenting with different ways of moving. Jumping off and landing appropriately. Developing control with tools, objects, construction and malleable materials. Observing the effects of activity on their body.	Holding a pencil effectively to form recognisable letters. Beginning to understand the need for safety when taking risks and tackling new challenges.	Showing an understanding of the need for safety when tackling new challenges and managing risks. Holding a pencil effectively to form recognisable letters, most of which are correctly formed.	Showing good control and coordination in large and small movements. Handling equipment and tools effectively including pencils for writing. Knowing the importance of good health.	Managing their own basic hygiene and personal needs successfully. Practising safety measures without direct supervision. Knowing the importance of physical exercise and healthy diet.
	LIT	Beginning to give meaning to marks they make. Listening and joining in with stories.	Awareness of rhyme of alliteration. Continuing rhyming strings. Giving meaning to marks as they draw, write and paint.	Hearing and saying initial sounds in words. Writing their own names. Beginning to form recognisable letters. Knowing that information can be retrieved from books and computers.	Enjoying an increasing range of books. Using identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Linking sounds to letters, naming and sounding the letters of the alphabet.	Writing own name and other things such as labels and captions. Segmenting sounds in simple words and blending them together.	Using phonic knowledge to decode regular words. Reading and writing some common irregular words. Reading and understanding simple sentences.	Writing simple sentences which can be read by themselves and others, some words are spelt correctly and others phonetically plausible. Using phonic knowledge to decode regular words and read them aloud accurately.
	MA	Beginning to use number names and language in their play. Reciting numbers to 10.	Selecting the correct numeral to represent 1-10 objects. Recording using marks they can interpret and explain. Finding 1 more/less from a group of objects.	Beginning to use the vocabulary involved in adding and subtracting. Comparing 2 groups of objects saying when they have the same number. Developing 2D shape knowledge.	Using everyday language related to time. Relating addition to combining 2 groups of objects and subtraction to taking away. Sequencing and ordering familiar events.	Ordering 2 or 3 items by length, weight, height and capacity. In practical activities and discussion, using mathematical vocabulary. Counting aloud in ones, twos, fives and tens.	Using quantities and objects they add and subtract 2 single digit numbers and count on or back to find the answer. Solving problems including doubling, halving and sharing.	Developing 3D shape knowledge. Recognising, creating and describing patterns. Counting and using numbers to 20 confidently. Solving problems including doubling, halving and sharing.
	UW	Remembering and talking about significant events in their own lives. Beginning to show an interest in the lives of others.	Completing a simple program using a computer or device. Beginning to compare and contrast their experiences with those of others and realise why they are unique.	Talking about some of the things they have observed. Looking at similarities and differences, patterns and change. Developing an understanding of growth, decay and changes over time.	Knowing about similarities and differences in relation to places, objects, materials and living things.	Talking about the features of their own environment and how environments might vary. Using ICT hardware to interact with age appropriate computer software.	Making observations of animals and explaining about why some things occur, and talk about changes.	Knowing about similarities and difference between themselves and others. Selecting and using technology for particular purposes. Knowing similarities and differences in relation to places.
	EAD	Singing familiar songs. Engaging in imaginative role play based on own experiences.	Beginning to use shapes to represent objects and choose particular colours to use for a purpose. Singing familiar songs.	Constructing with a purpose in mind. Selecting tools and techniques needed to shape and join materials. Developing small world play.	Playing alongside others who are engaged in the same theme. Playing cooperatively as part of a group to develop and act out a narrative. Manipulating materials to achieve a planned effect.	Exploring the sounds of instruments. Using simple tools and techniques competently and appropriately. Using movement to express and respond to feelings, ideas and experiences.	Experimenting with colour, design, texture, form and function. Representing their ideas through design and technology, art, music, dance, role play and stories.	Singing songs, making music and dance, and experimenting with ways of changing them. Selecting appropriate resources and adapting their work where necessary.