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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	2 year old Development Matters	**Listening, Attention and Understanding** Children will respond to their own name. **Speaking** Children are able to use single words and simple sounds when playing & communicating ***COEL Playing & Exploring***	**Listening, Attention and Understanding** Children will watch the body language and facial expressions of other people and respond to them. **Speaking** Children learn new words and use them in context.	**Listening, Attention and Understanding** Children will concentrate on activities for short amounts of time and shift their attention to a new task when asked. ***COEL Playing and exploring.*** **Speaking** Children use words to communicate meaning for a variety of purposes and put 2 words together.	**Listening, Attention and Understanding** Children will concentrate on an activity they like for a short length of time. ***COEL Active learning*** **Speaking** Children are able to hold a simple conversation jumping from one topic to another	**Listening, Attention and Understanding** Children will listen to the rhythmic patterns in stories and rhymes, & join in with their favourites. ***COEL Active learning*** **Speaking** Children learn new words and use them when talking to others	**Listening, Attention and Understanding** Children will understand some simple instructions or sentences. **Speaking** Children will ask simple questions.
	3-4 year old Development Matters	**Listening, Attention and Understanding** Children will follow simple instructions. **Speaking** Children will ask who, what, where questions.	**Listening, Attention and Understanding** Children will understand and follow more complex instructions. **Speaking** Children will know and retell the story ‘’	**Listening, Attention and Understanding** Children will be able to concentrate on activities they choose for prolonged periods of time. **Speaking** Children will talk about themselves, their family, their ideas, experiences and feelings. ***COEL Playing & exploring***	**Listening, Attention and Understanding** Children will be able to take part in the lift off to language programme. **Speaking** Children will be able to turn take in a conversation and wait until the other person has stopped talking to speak. They will use longer more complex sentences	**Listening, Attention and Understanding** Children will be able to hear the initial sounds of words and suggest other words with the same initial sound **Speaking** Children will be able to talk about a past, present and future event	**Listening, Attention and Understanding** Children will be able to hear rhyming words and suggest their own **Speaking** Children will be able to ask a variety of questions.
		Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using ‘because’, ‘or’, ‘and’. Can children use future and past tense? Can children answer a simple ‘why’ question?					

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Communication and Language	Reception Development Matters	**Listening, Attention and Understanding** Children will listen carefully to a story. Children will ask 'what' questions. **Speaking** Children will know and retell 'The Little Red Hen'. Children will know and use vocabulary linked to their theme All About Me!	**Listening, Attention and Understanding** Children will join in with repeated refrains in a story. Children will ask 'who' questions. **Speaking** Children will know and retell 'Lost and Found'. Children will know and use vocabulary linked to their theme 'Celebrate with me' including The Church of England Christianity calendar, Diwali and Hanukkah	**Listening, Attention and Understanding** Children will talk about key events in a story. Children will ask 'when' questions. **Speaking** Children will know and retell 'What the Ladybird heard'. Children will know and use vocabulary linked to their theme 'Farmyard Fun' including past, present, countries. Children will express ideas using past and present tense.	**Listening, Attention and Understanding** Children will identify the main characters in the story and talk about their feelings. Children will ask 'where' questions. **Speaking** Children will know and retell 'How to catch a star' Children will know and use vocabulary linked to their theme 'How does your garden grow' Including vocabulary habitat, lifecycle, nature, observation including recycling, environment, and wild plants.	**Listening, Attention and Understanding** Children will link events in a story to their own experiences. Children will ask 'why' questions. **Speaking** Children will know and retell 'Jack and the Beanstalk'. Children will know and use vocabulary linked to their theme 'How to be a superhero' including aspirations and dreams	**Listening, Attention and Understanding** Children will 'hot seat' characters from a story. **Speaking** Children will know and retell Children will know and use vocabulary linked to their theme 'Oh I do like to be beside the seaside' including fossils, marine life, Punch and Judy Children will express ideas using past and present tense.
	Early Learning Goal	**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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	2 year olds Development Matters	**Self-Regulation** Children will separate from main carer to come into Rayndrops confidently. They will express strong emotions and feelings. **Managing Self** Cooperate with caregiving tasks such as nappy changing, changing clothes etc, ***COEL Active Learning*** **Building relationships** Children will be able to take part in solitary play. ***COEL Creating & thinking critically***	**Self-Regulation** Children will build relationships with staff who are special to them & co-regulate with a trusted staff member or comforter. Children will be able to assert their own likes and dislikes. ***COEL Playing & exploring*.** **Managing Self** Children will be able to put on and take off their own coat, wellies and shoes. ***COEL Active Learning*** **Building relationships** Children will build a bond with a special adult, they will use them to explore the environment. ***COEL Playing & exploring***	**Self-Regulation** Children will recognise simple boundaries set by staff members. ***COEL Active Learning*** **Managing Self** Children will be able to pour themselves a drink and drink from a cup, feed themselves with spoon. ***COEL Active Learning*** **Building relationships** Children will begin to show empathy and concern for other people.	**Self-Regulation** Children will seek a familiar staff member for help and comfort and explore the environment. ***COEL Playing & exploring.*** **Managing Self** Children will be able to show increasing independence during self-care routines like washing my hands ***COEL Active Learning*** **Building relationships** Children will be able to take part in onlooker or parallel play	**Self-Regulation** Children will be able to risk assess their own play and stop or ask for help if they don't feel safe. ***COEL Creating & thinking critically*** **Managing Self** Children will be able to choose it, use, it and put it away, with adult support They can use talk to express some feeling and emotions ***COEL Active Learning*** **Building relationships** Children will be able to talk about the special people in their lives. They will be able to talk about how others may be feeling.	**Self-Regulation** Recognise that my actions have consequences and stop myself from doing something I shouldn't. **Managing Self** Children will be aware that their actions have an effect on materials and recourses. They will be able to use the toilet and wash their hands including changing clothes independently. **Building relationships** Children will start to choose other children to play with and actively seek them out.

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Personal, Social and Emotional Development	**3-4 year olds Development Matters**	**<u>Self-Regulation</u>** Children will be able to self-Regulate and use timers if they want to use something. **<u>Managing Self</u>** Children will know the class rules: Respect me, Respect you, respect Rayndrops Children will be able to wash their and dry their hands **<u>Building Relationships</u>** Children will be able to play alongside each other. They will be able to show empathy to people who are special to them.	**<u>Self-Regulation</u>** Understand that my actions and words may affect others and how they are feeling. They will choose others to share experiences and interests ***COEL Playing & exploring, Active learning, Creating and thinking critically.*** **<u>Managing Self</u>** Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'. Children will know to drink water to be healthy. **<u>Building Relationships</u>** Children will know how to play partner games, with an adult.	**<u>Self-Regulation</u>** Children will become confident visiting the school Library. **<u>Managing Self</u>** Children will know examples of healthy food and a healthy lifestyle. Children will know to brush their teeth to be healthy. **<u>Building Relationships</u>** Children will share resources and play in a group. ***COEL Playing & exploring, Active learning,***	**<u>Self-Regulation</u>** Children will show confidence joining the rest of the school at breaktime. **<u>Managing Self</u>** Children will be confident to attend to their toileting needs including washing their hands and changing their clothes. **<u>Building Relationships</u>** Children will take turns whilst playing and waiting patiently to have a go.	**<u>Self-Regulation</u>** Children will show confidence in joining the rest of the school at breaktime and at lunchtime. **<u>Managing Self</u>** Children will know how to calm themselves by stopping and taking deep breaths. **<u>Building Relationships</u>** Children will be developing a friendship with another child and seek them out for experiences	**<u>Self-Regulation</u>** Children will show confidence in visiting Asia class. **<u>Managing Self</u>** Children will know how to independently use the toilet. Change their clothes and shoes **<u>Building Relationships</u>** Children will know how to listen to another child and agree a compromise. They will understand their actions and words may affect how others are feeling.
		<u>Observational Checkpoint:</u> Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?					

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Personal, Social and Emotional Development	Reception Development Matters	**School value: F-Forgiving** **Self-Regulation** Children will see themselves as unique by sharing their hobbies and interests. **Managing Self** Children will know how regular exercise is important for their health. **Building Relationships** Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding. Children will learn the zones of regulation and how their behaviours can affect them and others with these zones.	**R-Respectful Self-Regulation** Children will know how to be helpful by taking on jobs such as washing up and tidying up **Managing Self** Children will know the school behaviour expectations in regards to the behaviour system Children will know how healthy diet is important for their body's health **Building Relationships** Children will know how to listen to others with respect. Children will begin to develop respect to the faiths and beliefs of others	**I-Inclusive Self-Regulation** Children will know that there are consequences for the wrong choice and know how to make the right choice in school. Children will learn regulation methods such as belly breathing and thumb rubbing Children will engage in a weekly growth mindset lesson **Managing Self** Children will know what a sensible amount of screen time is and why this is important for their health. **Building Relationships** Children will play with others, recognising that sharing and turn taking is a healthy component to friendship	**E-Empathetic Self-Regulation** Children will know the effects of their behaviour on others using the zones of regulation to support their understanding **Managing Self** Children will know how regular teeth brushing is important for their health **Building Relationships** Children will be able to describe what makes a good friend including attributes such as listening and sharing and recognise their personal qualities	**N-Neighbourly Self-Regulation** Children will know how to access the quiet space of the classroom when they feel in the 'blue/yellow' zone **Managing Self** Children will know about the importance of a good sleep routine for their health. **Building Relationships** Children will know how to express their opinion and understand it is okay to have a different opinion to their friends developing the grounds of mutual respect and tolerance	**D-Determined Self-Regulation** Children will know that to keep on trying when challenge presents itself supports a healthy growth mindset **Managing Self** Children will know how to be a safe pedestrian and why this is important. **Building Relationships** Children will know how to resolve a problem by talking it through with a friend or adult.
	Early Learning Goal	**Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able 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. **Managing Self:** 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					

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Physical Development	2 year olds Development Matters	**Gross Motor** Children will be able to climb up the steps using the hand rail. ***COEL Playing & exploring*** **Fine Motor** Children will be able to hold finger foods using a pincer grip, use a cup and spoon with increasing confidence. ***COEL Active learning***	**Gross Motor** Children will be able to manipulate objects using one or both hands. ***COEL Playing & exploring*** Children will be able to take off their coat. ***COEL Active learning*** **Fine Motor** Children will be able to build a tower of up to 5 blocks	**Gross Motor** Children will be able to run and walk safely and stop at an obstacle, on different surfaces. **Fine Motor** Children will be able to turn the pages of a book	**Gross Motor** Children will be able to us the scuttle bugs and stop when asked. **Fine Motor** Children will be able to do a simple puzzle	**Gross Motor** Children will be able to paint on the easel and the interactive whiteboard. **Fine Motor** Children will be able to make marks using crayons	**Gross Motor** Children will be able to kick a ball, and throw a large ball. **Fine Motor** Children will be able to Roll, squash, pull, poke and manipulate playdough.
	3-4 year olds Development Matters	**Gross Motor** Children will be able to negotiate space when running and change direction or speed to avoid obstacles. ***COEL Active learning, thinking critically*** **Fine Motor** Children will explore large mark making to develop cross the mid-line movements.	**Gross Motor** Children will be able to hit a small ball with a bat. They will be able to balance on one foot and hold a pose. **Fine Motor** Children will know how to zip up their coat.	**Gross Motor** Children will be able to sit on the balance bike and run avoiding obstacles. ***COEL Active learning*** **Fine Motor** Children will know how to use large Maxibeads to make a pattern on a board	**Gross Motor** Children will be able to jump properly and land safely. **Fine Motor** Children will know how to use scissors to cut around simple 2D shapes. ***COEL Active learning***	**Gross Motor** Children will know how to skip, hop and stand on one leg. **Fine Motor** Children will know how to use a comfortable grip when holding a pencil.	**Gross Motor** Children will know how to work together to carry large items such as planks of wood. **Fine Motor** Children will show preference for a dominant hand.
		Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?					

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Physical Development	**Reception Development Matters**	**Gross Motor** Children will know how to hop, skip and jump. Children will be able to remove their own shoes and put on new footwear for PE **Fine Motor** Children will know what a tripod grip is and how to sit on a chair when writing Children will know how to correctly form the letters s,a,t,p,i,n	**Gross Motor** Children will know how balance on one foot across both sides of the body **Fine Motor** Children will know how to remove their jumpers, trousers, socks, unzip, zip Children will know how to use two-hole scissors to make snips in paper. Children will know how to correctly form the letters m,d,g,o,c,k	**Gross Motor** Children will develop spatial awareness when moving at a speed such as jogging, running and change direction **Fine Motor** Children will know how to use a knife and fork. Children will know how to correctly form the letters e,u,r,b,h	**Gross Motor** Children will know how to kick and pass different sized balls. **Fine Motor** Children will know how to use two-hole scissors to make snips in paper. Children will know how to correctly form the letters f,l	**Gross Motor** Children will know how to throw and catch different sized balls. **Fine Motor** Children will know …. Children will know how to correctly form the letters w, z, x, q.	**Gross Motor** Children will know how to bat and aim using different sized balls. **Fine Motor** Children will know how to use two-hole scissors to cut along lines. Children will know how to correctly form capital letters.
	Early Learning Goal	**Gross Motor:** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.					

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	2 year olds Development Matters	**Comprehension** Children will look at picture books and their all about me books. **Word Reading** Children will recognise the logos of some children's TV shows and apps. **Writing** Children will engage in large scale sensory play like painting, shaving foam, and make connections between my actions and my marks ***COEL Playing & exploring***	**Comprehension** Children will look at picture books and their all about me books, with increasing engagement. **Word Reading** Children will repeat familiar expressions I have heard. **Writing** Children will paint and draw on different surfaces and using different materials.	**Comprehension** Children will look at picture books and their all about me books, with increasing engagement and simple discussions. recognising some similarities and differences between themselves and others. **Word Reading** Children will engage with the sing it bag to recognise which picture will match the song. **Writing** Children will be able to take part in activities that cross the midline	**Comprehension** Children will look at picture books and their all about me books, and point to some nouns. **Word Reading** Children will recognise their name card that includes their picture. They will be able to clap or count syllables in a word. **Writing** Children will make purposeful marks with drawing materials to represent my ideas	**Comprehension** Children will look at picture books and their all about me books, and point to some adjectives. **Word Reading** The Children will bring an adult one of the song puppets and say the song. **Writing** Children will mark make for a purpose.	**Comprehension** Children will look at picture books and their all about me books, and point to some verbs **Word Reading** Children will recognise the first letter of their name. **Writing** Children will use emergent writing.

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Literacy	3-4 year olds Development Matters	**Comprehension** Children will know the story ( ) they will be able to engage in conversations about the book, developing understanding of the new vocabulary linked to the book. **Word Reading** Children will recognise their name card without their picture on it **Writing** Children will know how to draw vertical lines (Top to bottom)	**Comprehension** Children will know the story ( ) they will be able to engage in conversations about the book, developing understanding of the new vocabulary linked to the book. **Word Reading** Children will know that in England we read from left to right, top to bottom and from the front to the back of a book. **Writing** Children will know how to draw vertical lines (Left to right)	**Comprehension** Children will know the story ( ) they will be able to engage in conversations about the book, developing understanding of the new vocabulary linked to the book. **Word Reading** Children will understand that print has different purposes by looking at newspapers, magazines, menus and labels. **Writing** Children will know how to draw circles (anticlockwise)	**Comprehension** Children will know the story ( ) they will be able to engage in conversations about the book, developing understanding of the new vocabulary linked to the book. **Word Reading** Children will know the different signs that we use in the setting. They will hear and say initial sounds in words. **Writing** Children will know how to draw a simple person.	**Comprehension** Children will know the story ( ) they will be able to engage in conversations about the book, developing understanding of the new vocabulary linked to the book. **Word Reading** Children will spot rhyming words in books and songs and suggest more words that rhyme. **Writing** Children will write 3 letters of their name	**Comprehension** Children will know the story ( ) they will be able to engage in conversations about the book, developing understanding of the new vocabulary linked to the book. **Word Reading** Children will know the initial sounds in words and suggest other words with the same sounds. They will be able to clqp the syllables in their name **Writing** Children will write their own name.
		Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages 1 at a time? Can the children identify rhymes and clap syllables? Can children talk to an adult about a story they have enjoyed? Can children write their own name?					

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Literacy	Reception Development Matters	**Comprehension** Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. **Word Reading** Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g. Children will hear and identify initial sounds in words. Children will know tricky red words I, the. **Writing** Children will know how to correctly form the letters m,a,s,d. Children will know how to write their name.	**Comprehension** Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. **Word Reading** Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x. Children will blend known sounds in words. Children will know tricky red words to, into. **Writing** Children will know how to correctly form the letters t, i, n, p, g, o. Children will know how to write initial sounds.	**Comprehension** Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. **Word Reading** Children will read and correctly form the sounds qu, ch, th, sh, ng, nk. Children will blend known sounds in words. Children will know tricky red words no, go, so. **Writing** Children will know how to correctly form the letters c, k, u, b, f, e. Children will know how to write CVC/CVCC words.	**Comprehension** Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. **Word Reading** Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long). Children will blend known sounds in words. Children will know tricky red words he, she, me, we, be. **Writing** Children will know how to correctly form the letters l, h, r, j, v, y. Children will know how to write a short phrase.	**Comprehension** Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. **Word Reading** Children will read and correctly form the sounds ar, or, air, ir, ou, oy. Children will blend known sounds in words. Children will know tricky red words are, they, her. **Writing** Children will know how to correctly form the letters w, z, x, q. Children will know how to write a short sentence.	**Comprehension** Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. **Word Reading** Children will sound and blend words with RWI set 1 and 2 sounds. Children will know tricky red words my, by, of. **Writing** Children will know how to correctly form capital letters. Children will know how to read what they have written to check it makes sense.
	Early Learning Goal	**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	2 year olds Development Matters	**Number** Children will be able to say some counting and number words. **Numerical Patterns** Children will be able to recognise the primary colours.	**Number** Children will say some numbers in the correct order 1-5. They will recognise when 2 objects are the same shape. **Numerical Patterns** Children will be able to identify when their glass is full of water	**Number** Children will be able to count out two or three objects from a larger group. **Numerical Patterns** Children will be able to recognise a circle, triangle and a square.	**Number** Children will be able to take part in counting rhymes using props such as finger puppets. **Numerical Patterns** Children will use some positional language and spatial awareness words.	**Number** Children will be able to use some mathematical words such as big, small, long, short, tall. **Numerical Patterns** Children will be able to recognise when 2 objects are the same shape.	**Number** Children will be able to use some mathematical words such as heavy, light, full, empty **Numerical Patterns** Children will be able to complete a simple puzzle.
	3-4 year olds Development Matters	**Number** Children will rote count to 5. They will understand some positional language and some spatial awareness words. **Numerical Patterns** Children will sort by colour, size and objects	**Number** Children will count in correspondence to 5. **Numerical Patterns** Children will use mathematical words such as straight, flat, curved, round and corners	**Number** Children will count in correspondence to 5 knowing that the cardinal number is 5. **Numerical Patterns** Children will identify a cube, sphere and a cone.	**Number** Children will rote count to 10. Children will be able to identify more or less. They can recognise numerals to 5 and know it represents 5 things sometimes matching 5 things to numeral 5 **Numerical Patterns** Children will use positional language in context such as in front, behind, on top under, up and down	**Number** Children will count in correspondence to 10. Children will subitise to 3. **Numerical Patterns** Children will make repeating patterns using a variety of different resources.	**Number** Children will count and recognise numbers 1-5. **Numerical Patterns** Children will be able to notice an error is an AB repeating pattern and correct it
		Observational Checkpoint: Can Children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length,					

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Maths	**Reception Development Matters**	**Number** Children will represent, compose and compare numbers to 3. **Numerical Patterns** Children will match and sort. Children will compare amounts, size, mass and capacity. Children will make AB patterns.	**Number** Children will represent, compose and compare numbers to 5. **Numerical Patterns** Children will identify and describe circles, triangles, squares and rectangles. Children will use positional language including under, over, around and through. Children will identify one more and one less within 5.	**Number** Children will know number bonds to 4. Children will identify 0. Children will represent, compose and compare numbers to 8. **Numerical Patterns** Children will compare mass and capacity. Children will make pairs.	**Number** Children will know number bonds to 5. **Numerical Patterns** Children will combine 2 groups. Children will explore length, height and time. Children will compare numbers to 10. Children will identify a cube, sphere, cylinder and cone. Children will make ABB/AAB repeated patterns.	**Number** Children will know 5+5=10, 0+10+10. Children will count forwards and backwards within 10. **Numerical Patterns** Children will build and identify numbers to 20. Children will match patterns using tangrams and shapes. Children will add more and take away within 20.	**Number** Children will double within 10. **Numerical Patterns** Children will equally share into two groups. Children will identify even and odd numbers up to 10. Children will verbally count beyond 20.
	Early Learning Goal	**Number:** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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. **Numerical Patterns:** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					

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			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world	2 year olds Development Matters	**History**	**Past and Present** Children will look at their all about me books. They will know they were a baby.	**Past and Present** Children will look at their all about me books and talk about their grandparents or extended family.	**Past and Present** Children will talk about what they got for Christmas.	**Past and Present** The children will be able to talk about what they did yesterday.	**Past and Present** The children will be able to talk about what they will do tomorrow.	**Past and Present** Children will understand that their age changes when it's their birthday.
		Geography	**People, Culture and Communities** Children will explore experiences in nature in the world around them. Collect pinecones, conkers and acorns. ***COEL Creating & thinking critically***	**People, Culture and Communities** Children will be able to notice the change in the trees and the leaves on the ground.	**People, Culture and Communities** Children will explore freezing temperatures and how they need coats, hats and gloves on.	**People, Culture and Communities.** Children will look at the different animals that live in other countries.	**People, Culture and Communities** Children will look at different people and how they look around the world.	**People, Culture and Communities** Children will compare pictures of themselves in the winter to how they are dresses now.
		Science	**The Natural World** The children will explore the properties the water table.	**The Natural World** Children will explore the properties of the sand table.	**The Natural World** Children will explore the properties of different textures on natural resources.	**The Natural World** Children will point to different parts of their body	**The Natural World** Children will notice that by mixing different materials together they make a new texture.	**The Natural World** Children will know that we need to care for animals and they live in different habitats, tadpoles in pond, worms in the mud and bugs in the air
		R.E	**People, Culture and Communities** Children will be able to play with different bible story toys.	**People, Culture and Communities** Children will be able to play with different bible story toys.	**People, Culture and Communities** Children will be able to play with different bible story toys.	**People, Culture and Communities** Children will be able to play with different bible story toys.	**People, Culture and Communities** Children will be able to play with different bible story toys.	**People, Culture and Communities** Children will be able to play with different bible story toys.
		Computing	Children will be able to operate simple electronic toys	Children will pretend play with play phones, cameras and	Children will complete a simple game on the iPad	Children will know that the cd player will play music	Children will use the IWB to mark make	Children will be able to change colour on the IWB

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Understanding the world	3-4 year olds	**History**	**Past and Present** Children will know about Remembrance Sunday and bonfire night	**Past and Present** Children will be able to talk about a significant part of their own past	**Past and Present** Children will look at pictures of different places of worship.	**Past and Present** Children will find out about St George's Day and how we celebrate	**Past and Present** Children will know that their grandparents are the parents of their parents	**Past and Present** Children will visit St Mary's church.
		Geography	**People, Culture and Communities** Children will learn about different countries around the world from postcards sent during the summer holidays.	**People, Culture and Communities** Children will know that the globe represents the world where we live	**People, Culture and Communities** Children will talk about similarities and differences between themselves and the other children.	**People, Culture and Communities** Children will find out about the English flag and flags of other countries represented in Rayndrops	**People, Culture and Communities** Children will know that Rayndrops is in Henlow and that they may or may not live in Henlow using google earth.	**People, Culture and Communities** Children will know where 'big school' is and visit it
		Science	**The Natural World People, Culture and Communities** Children will learn about the changes that take place in autumn.	**The Natural World People, Culture and Communities** Children will know that water can freeze and melt in hot and cold temperatures.	**The Natural World People, Culture and Communities** Children will learn about the changes from autumn to winter.	**The Natural World People, Culture and Communities** Children will learn about planting seeds and how a plant grows. (potatoes, tomatoes, beans) and the changes from winter to spring	**The Natural World People, Culture and Communities** Children will explore how mixing primary colours will make another colour.	**The Natural World People, Culture and Communities** Children will know that materials change when making playdough. They will learn the changes from spring to summer
		R.E	**People, Culture and Communities** Children will know and say both the dinner time and end of day prayer	**People, Culture and Communities** Children will learn about the Christmas story; they will listen to and learn some Christmas songs	**People, Culture and Communities** Children will learn stories from the Old and New Testament.	**People, Culture and Communities** Children will learn about the Easter story	**People, Culture and Communities** Children will look at pictures of different places of worship	**People, Culture and Communities** Children will visit St Mary's church
		Computing	Children with be able to use wind-up toys.	Children will know how to use the IWB to make digital art, change colours, and delete mistakes,	Children will be able to interact with the IWB to play a game.	Children will be able to use a smart speaker to play a song of their choice	Children will with adult help explore the local and wider community using Google earth	Children will be able to take a photo using an Ipad with adult support.

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Understanding the world	Reception Development Matters	**Observational Checkpoint:** Can children use their senses to explore? Can children make sense of their own life story and history? Can children understand the key points of a life cycle of a plant or an animal? Do the children show interest in a range of different occupations? Can children talk about the changes in materials and changes they notice? Can children talk about different countries around the world.					
		History	**Past and Present** Children will know how they have changed from being a baby to being 4/5.	**Past and Present** Children will explore images, stories and artefacts from the past. Children will know the birth of Jesus and the Christian calendar Children will know that Remembrance Day is to remember soldiers who died in the war. Children will know who Rosa Parks was and her significance	**Past and Present** Children will look at images of transport from the past and identify similarities and differences. Children will learn about Shrove Tuesday Children will know Lent/Ash Wednesday are significant in the Christian calendar	**Past and Present** Children will know who Neil Armstrong and Tim Peake are Children will know that their grandparents have a place in history and hear their experiences on their childhood Children will know that Easter is significant in the Christian calendar	**Past and Present** Children will know who David Attenborough is and why he is important. Children will know that the past is anything before the current day. Children will now that the present is now.	**Past and Present** Children will know who Mary Anning was and her role Children will look at images of seaside holidays from the past and present and identify similarities and differences.
		Geography	**People, Culture and Communities** Children will identify typical weather in Autumn	**People, Culture and Communities** Children will know how people in different countries celebrate Christmas. Children will know that Henlow is in England. Children will identify typical weather in Winter.	**People, Culture and Communities** Children will know the name of the road that our school is on. Children will explore aerial maps of our school and identify key features. Children will know that some animals only live in other parts of the world; habitat	**People, Culture and Communities** Children will know that a globe shows different countries around the world and the blue part is water and green is land Children will identify typical weather in Spring.	**People, Culture and Communities** Children will know that we can only grow certain fruit/vegetables in England.	**People, Culture and Communities** Children will identify similarities and differences between life in Henlow and life in Africa. Children will identify typical weather in Summer.

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Understanding the world	**Reception Development Matters**	**Science**	**The Natural World** Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. Children will know that this time of year is Autumn.	**The Natural World** Children will identify plastic and metal. Children will know what material a magnet picks up. Children will know that water turns to ice when frozen and the reversible changes that can happen with this	**The Natural World** Children will know that this time of year is Winter. Children will explore floating and sinking. Children will explore the strength of materials to make a bridge for The Three Billy Goats Gruff	**The Natural World** Children will observe changes and growth of chicks. Children will know the life cycle of a chick. Children will know there are 8 planets in the Solar System Children will know that this time of year is Spring.	**The Natural World** Children will know the names of the 4 seasons and weather associated with them. Children will know the life cycle of a sunflower. Children will know how to care for a plant. Children will observe how a tree has changed over the 4 seasons.	**The Natural World** Children will know that this time of year is Summer. Children will know that some animals can live underwater. Children will observe a state of matter change through solidifying butter and chocolate
		RE	**People, Culture and Communities** Understanding Christianity- Creation- Why is God so important to Christians? How can we care for our wonderful world?	**People, Culture and Communities** Understanding Christianity- Incarnation- Why do Christians perform nativities at Christmas? What makes every single person unique and precious? Children will know the story of Diwali. Children will know the Christian Christmas story and Advent.	**People, Culture and Communities** Understanding Christianity- Salvation- why do Christians put a cross in the garden at Easter time? Children will know the Easter story.	**People, Culture and Communities** Understanding Christianity- Salvation-How can we help others when they need it? Children will name and explain the purpose of a church.	**People, Culture and Communities** Children will name and explain the purpose of a mosque.	**People, Culture and Communities** Children will know what the bible is.

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Understanding the world		**Computing**	Children will know how to use an iPad to take photos.	Children will know how to use keys on a keyboard to type their name.	Children will know how to use a trackpad to move a cursor.	Children will know how to use the laptop to make digital art using the programme 'paint'.	Children will know how to programme a beebot	Children will know how to ask google a question using dictation.
	Early Learning Goal	**<u>Past and Present:</u>** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **<u>People, Culture and Communities:</u>** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. **<u>The Natural World:</u>** Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						

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			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive arts and design	2 year olds Development Matters	**Play**	Children will be able to play alone with little interest in other children or adults. They will enjoy games interacting with an adult – peek a boo, copying actions. They will pretend to feed a doll, make a phone call, push cars along. ***COEL Playing and exploring.***	Children will be able to play alone with little interest in other children or adults. They will enjoy games interacting with an adult – peek a boo, copying actions. They will start to show an interest in play sequences, such as putting the doll to bed, going shopping.	Children will be able to engage in onlooker play by watching others playing, they will be able to show an interest in their play, engage socially and converse with the children. Their play sequences will become more developed.	Children will be able to engage in onlooker play by watching others playing, they will be able to show an interest in their play, engage socially and converse with the children. Their play sequences will become more developed. They will be able to use objects as other things such as blocks becoming roads or telephones.	Children will be able to take part in parallel play by playing independently in the same area as other children and with the same resources They may observe and mimic each other but they have their own goals and communication is limited.	Children will be able to take part in parallel play by playing independently in the same area as other children and with the same resources They may observe and mimic each other but they have their own goals and communication is limited.
		Music	**Being Imaginative** Children will explore the instruments and know how to play fast and slow with adult support. Children will know the songs twinkle twinkle little star, baa baa black sheep and humpty dumpty, and perform the actions to them	**Being Imaginative** Children will explore the instruments and know how to play and stop with adult support. Children will know the songs Hickory dickory dock and perform the actions to them.	**Being Imaginative** Children will explore the instruments and know how to play loudly and quietly with adult support. Children will know they songs Incey wincey spider, and Miss Molly had a Dolly and perform the actions to them.	**Being Imaginative** Children will explore the instruments and know how to play UP high and DOWN low, with adult support. Children will know the songs wind the bobbin up, and ring a ring of roses and perform the actions to them.	**Being Imaginative** Children will confidently be able to play instruments fast, slow, loudly, quietly, up high, down low and stop with minimal scaffolding. Children will know the songs old Macdonald and the wheels on the bus and perform the actions to them.	**Being Imaginative** Children will confidently be able to play instruments fast, slow, loudly, quietly, up high, down low and stop with verbal instructions Children will know the songs If you are happy & you know it, head shoulders knees & toes / perform the actions to them.
		Art and design	**Creating with Materials** Children will explore the properties of paint, playdough, clay, chalk and mud. Children will build towers with Blocks	**Creating with Materials** Children will know that their actions will make marks on paper, they can rip up paper, and pat playdough.	**Creating with Materials** Children will know how to make snips in paper with the loop scissors, they will know how to manipulate playdough and clay.	**Creating with Materials** Children will know they can paint with a purpose rather than just colouring in the whole page.	**Creating with Materials** Children will be able to pat, poke, roll, and pinch the playdough.	**Creating with Materials** Children will be confident to cut using the loop scissors and start to move on to the spring-loaded scissors.

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Expressive arts and design	3-4 year olds Development Matters	**Play**	Children will be able to take part in associative play. They will show this by, being socially involved with other children and will use the same resources, the activity is not communal they are together, using the same resources and talking by doing their own thing.	Children will be able to take part in imaginative play sequences by acting out things that they know, e.g. mummies and daddies, cats, superheroes.	Children will be able to take part in imaginative play sequences by acting out things that they know, e.g. mummies and daddies, cats, superheroes. They will seek out particular children to play this type of play with.	Children will be able to take part in imaginative play, sequences acting out things they may be afraid of in a safe way, monster and fantasy play. They will seek out particular children to play this type of play with.	Children will be able to take part in co-operative play by sharing a goal and working together, they share resources, make compromises and take turns for the common good instead of being superheroes and just running around they have a goal to save the world.	Children will be able to take part in narrative play they will use small world figures they will act out and play both conventional and fantasy play scenarios and will use talk in their play with with another child or when playing alone.
		Music	**Being Imaginative** Children will listen and move to a range of music from around the world. They will express how it makes them feel. ***COEL Playing and exploring, Active learning, Creating and thinking critically***	**Being Imaginative** Children will learn the songs and some signs to be able to take part in a carol concert for parents/carers to attend.	**Being Imaginative** Children will listen and move to a range of different music genres. They will express how it makes them feel	**Being Imaginative** Children will play sound matching games.	**Being Imaginative** Children will be able to repeat a beat modelled to them.	**Being Imaginative** Children will repeat a small rhythm modelled to them
		Art and design	**Creating with Materials** Children will explore splatter painting techniques. They will explore the Artist Jackson Pollock.	**Creating with Materials** Children will explore repeating patterns with potatoes and vegetables. They will explore the artist Henri Matisse.	**Creating with Materials** The children will explore making collages with different media and materials. They will explore the artist Gustave Klint	**Creating with Materials** Children will explore drawing with straight lines. They will explore the artist Piet Mondrian	**Creating with Materials** The children will explore making pictures with natural resources They will explore the artist Andy Goldworthy	**Creating with Materials** Children will be able to take selfies on the Ipad. They will use their imagination to create drawings and models They will explore the artist, Andy Warhole.
		Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of different songs? Can children play instruments to express their own ideas?						

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Expressive arts and design	Reception Development Matters	Music	**Being Imaginative** Children will know the nursery rhymes/songs: - Cauliflowers Fluffy Charanga!	**Being Imaginative** Children will know the nursery rhymes/songs: - Away in a Manger - Silent Night Children will listen to a range of music; Sister Sledge Charanga!	**Being Imaginative** Children will know the nursery rhymes/songs: - Row, row, row your boat - Here we go round the Mulberry Bush Children will know how to tap/clap along to a rhythm.	**Being Imaginative** Children will know the nursery rhymes/songs: - Five little men - The animals went in two by two Children will experiment with different ways of playing instruments. Children will join in with choreographed dances.	**Being Imaginative** Children will know the nursery rhymes/songs: - Mary, Mary Quite Contrary Children will know how to match a pitch.	**Being Imaginative** Children will know the nursery rhymes/songs: - A sailor went to sea, sea, sea - There's a hole in the bottom of the sea - Sea Shanties Children will know perform their own dances using steps and techniques that they have learned.
	Early Learning Goal	**Creating with Materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music						