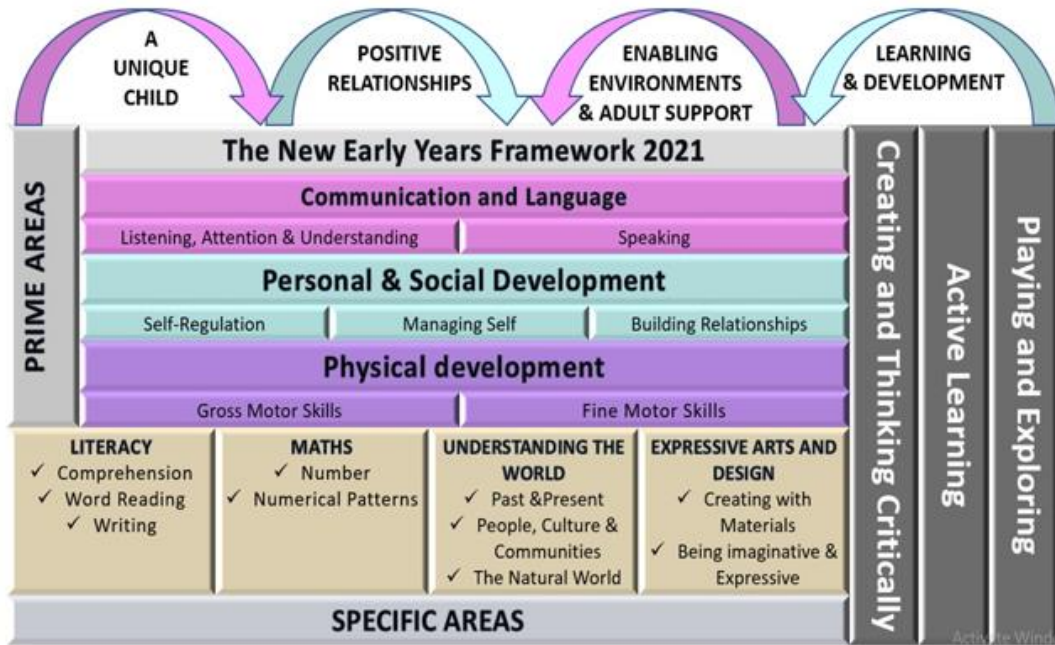




At Barham Primary School, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.




The Four Principles of the EYFS

- Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.
- Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
- Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
- Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

Characteristics of Effective Learning

- Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Year group:	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Reception						
Learning to learn skills and half termly launch morning activity	Launch all 5 Rs	Relationships Activity: Make a friendship bracelet	Risk Taking Activity: How high can I climb?	Resilience activity: Grow and look after a plant	Resourceful Activity: Making a candy house	Reflective activity: How much have I grown? What can I do now that I couldn't do before? (past and present looking back at photos from beginning of the year till now)
Themes	All about me	Our community	Our Earth and beyond	In the garden	Traditional Tales	Around the World

Sub themes & Enrichment opportunities	Starting school / getting to know my new class Being me in my world My family and PSED focus on what am I good at? Being kind and making friends Christmas Lists Letters to Father Christmas (post letters in groups) Link to PSED -people who help us Baking Black History Month Halloween Harvest Time Autumn Chinese Festival Poetry Week Rosh Hashana Remembrance Day Anti-Bullying Week Guy Fawkes/Bonfire Night Nursery Rhyme Week Diwali, Christmas, Hannukah		The great outdoors, Weather / seasons Planting seeds Chicks Butterflies Life cycles of butterflies Minibeasts Forest school Chinese New Year Valentine's Day Internet Safety Day Random Acts of Kindness Story Telling Week Mother's Day King's Birthday Science Week Planting Seeds in the , Garden, Plants & Flowers Easter Celebrations , Passover Nature Scavenger Hunt Start of Ramadan, Lunar New Year , Pongal, Holi		Where has the Gingerbread Man been – linked to UTW Where in the world have you been? Where do we live in the UK / world? Food tasting Cooking Eid D-Day World Environment Day Father's Day Healthy Eating Week	
Trips, visits and experiences	Firefighter/Police/Postman/Dentist/Lollypop lady/doctor visit Walk to the post box to post letters to Father Christmas Autumn & Winter walk in One tree Hill Park		Visiting a garden centre TBC Planting Seeds in the Garden Nature hunt Easter egg hunt Reading picnic with parents Spring walk in One Tree Hill Park		Map work - make a map of our way to school/to the park Farm visit	
Key & Lock 	Key: sharing baby photos Lock: 'Bring your parent to school day!'	Key: local walk Lock: visiting a place of worship/visiting a fire station	Key: watching a rocket launch Lock: space light show	Key: Planting beans and seeds Lock: Butterfly life cycle	Key: Getting a letter for help Lock: Fantastic Fairytale dress up!	Key: Passport Control Lock: Bringing in food from your home country
Core Texts & global goal	Spot goes to school Going to school GG4 Find your happy GG3 Sharing Shell GG16 Sulwe GG10	Supertato GG16 The worst princess GG5	Our Turtle's Last Straw GG6 King of the Swamp GG6 Tree GG13 Whatever Next How to Catch a Star Space (non-fiction)	Bee and me Betsy Buglove saves the bees Wild Wild Wood Jack and the Beanstalk	The Three Little Pigs Little Red Riding Hood Princess Smarty pants GG5	Collins Atlas Handa's Surprise Hot Hot Roti for Dada-ji Ancient Greece non fiction
Communication and Language	Enjoys listening to stories Hear a wide range of vocabulary	Talk about familiar books Developing their communication skills	Engages with a mixture of fiction and non-fiction books	Engages with a mixture of fiction and non-fiction books	Engages with a mixture of fiction and non-fiction books	Talks about fiction and nonfiction books Asks questions to clarify understanding



<p>Sing some songs</p> <p>Children engage in conversations with adults and peers – get to know people in their class</p> <p>Begin to participate in group and whole class discussions</p>	<p>Understands instructions and questions beginning with ‘why’</p> <p>Connects ideas together</p> <p>Hears a wide range of vocabulary</p> <p>Learns rhymes, poems and songs</p>	<p>Learns and uses new vocabulary</p> <p>Uses and understands questions words</p> <p>Retells stories</p> <p>Learns rhymes, poems and songs</p>	<p>Learns and uses new vocabulary</p> <p>Uses and understands questions words</p> <p>Retells stories</p> <p>Begins to retell events in more detail</p> <p>Continues to build on bank of rhymes, poems and songs</p>	<p>Uses recently introduced vocabulary</p> <p>Gives explanations for why things happen using ‘and’ ‘because’</p> <p>Listens attentively and responds to what they hear</p> <p>Sings a large repertoire of songs</p> <p>Engages in larger group conversations</p>	<p>Listens attentively and responds to what they hear with questions and comments</p> <p>Uses new vocabulary in different contexts</p> <p>Sings a large repertoire of songs</p>
---	---	--	---	--	---

Personal, Social and Emotional Development (JIGSAW SCHEME)




Self-Regulation


- Controlling own feelings and behaviours
- Applying personalised strategies to return to a state of calm
- Being able to curb impulsive behaviours
- Being able to concentrate on a task
- Delaying gratification
- Persisting in the face of difficulty.

<p>Being Me In My World</p> <p>I can help others to feel welcome</p> <p>I can begin to recognise and manage my own feelings</p> <p>I understand why it is good to have kind and gentle hands</p> <p>I am beginning to understand what responsible means</p>	<p>Celebrating Difference</p> <p>I can talk about what I am good at</p> <p>I understand that being different makes us all special</p> <p>I know ways that we are different and the same</p> <p>I can tell you how to be a kind friend</p> <p>I can tell you why my home is special to me</p> <p>I know ways to stand up for myself.</p>	<p>Dreams and Goals</p> <p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you a time that I didn’t give up</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I know what it means to feel proud of myself.</p>	<p>Healthy Me</p> <p>I understand that I need to exercise to keep my body healthy</p> <p>I understand that moving and resting are good for my body</p> <p>I know which foods are healthy and not healthy</p> <p>I know how to help myself go to sleep and why it is good for me</p> <p>I can wash my hands thoroughly and I know why it is important to stay healthy</p>	<p>Relationships</p> <p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p>	<p>Changing Me</p> <p>I can name parts of the body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p>
--	--	--	---	--	---

<p>Physical Development Fine Motor Skills</p> 	<p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities</p> <p>Manipulate objects with good fine motor skills – use of tweezers etc</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Work on correct pencil grip</p> <p>Fine motor skill exercises</p>	<p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation</p> <p>Fine motor skill exercises</p> <p>Collage</p>	<p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely</p> <p>Buttons, zips, manipulating and controlling small objects</p> <p>Cutting with scissors</p>	<p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed.</p>	<p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough</p> <p>Fine Motor activities</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Physical Development Gross Motor Skills</p> 	<p>Cooperation games including parachute games</p> <p>Climbing using the outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene</p>	<p>Ball skills- throwing and catching</p> <p>Crates play- balancing and climbing.</p> <p>Hula hoops for skipping in outside area</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs</p> <p>Provide a wide range of activities to support a broad range of abilities</p>	<p>Balance- children moving with confidence</p> <p>Dance related activities in the stage are</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce</p> <p>Use picture books and other resources to explain the importance</p>	<p>Obstacle activities - children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and</p>	<p>Races/team games involving gross motor movements dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in</p> <p>Gymnastics/Balance</p>

	<p>Acknowledge and praise their effort</p> <p>Provide regular reminders about thorough handwashing and toileting</p>	Two-wheeled balance bikes and pedal bikes without stabilisers		of the different aspects of a healthy lifestyle	bounce. Dance / moving to music	
<p>PE with Ms John</p> 	Attention and Listening Games	Ball Skills	Aiming and Target Games	Dance	Gymnastics	Athletics/Sports Day
<p>Reading & Literacy</p> <p>See Barham Poetry Progression overview for further information on how rhyming words & nursery rhymes are taught.</p> 	<p>Clap out syllables in words</p> <p>Listen songs and stories containing rhymes</p> <p>Enjoy and talk about features of both fiction and nonfiction books</p> <p>Children engage in story time and listen to new vocabulary</p> <p>Opportunities for children to be able to recognise theirs and other names</p> <p>Write some or all of the letters in their name</p> <p>Holding and exploring a range of writing tools</p> <p>Mark making freely</p>	<p>Suggest words to rhyme together (real and pseudo)</p> <p>Orally blend together CVC words</p> <p>Children to be able to say correct phoneme for the corresponding grapheme</p> <p>Children listen to stories and have discussions about new/unfamiliar vocabulary</p> <p>Drawing shapes and letters</p> <p>Name writing practise</p> <p>Consolidating pencil control</p> <p>Talking about marks/drawings</p> <p>Form recognisable letters not just in their names</p>	<p>Children listen to texts, discuss new vocabulary in small groups or with a familiar adult</p> <p>Children to be able to independently write their own name</p> <p>Children can segment and blend CVC words for reading and writing</p> <p>Continue to work on forming letters correctly</p> <p>Using initial sounds or more in correct order to label drawings</p>	<p>Write CVC words, labels and simple captions</p> <p>Children to be able to say the correct phoneme for each letter of the alphabet</p> <p>Children can read simple captions consistent with their phonics knowledge</p> <p>Children listen to and enjoy a range of stores and make comments about what they hear</p> <p>Form upper and lower case letters</p> <p>Create maps, messages in a bottle, notes, write cards/letters</p> <p>Introducing punctuation</p> <p>Caption writing</p>	<p>Whole class guided reading – looking for picture clues, answering questions, using their phonetic knowledge.</p> <p>Predict what may happen next in a story</p> <p>Retell stories and takes part in sequencing activities</p> <p>Read simple sentences and tricky words</p> <p>Take part in activities consisting of labelling, writing lists and short sentences</p> <p>Link sounds to known graphemes and uses this knowledge to write words</p> <p>Write simple sentences and phrases</p>	<p>Deepen their answers in guided reading sessions linking to knowledge and experience</p> <p>Give reasons to their answers</p> <p>Read sentences consistent with their phonics knowledge</p> <p>Write sentences using their phonetic knowledge including tricky words and begins to use punctuation</p>

		Use initial sounds to label drawings				
<p>Maths</p> 	<p>Comparison I can find all objects with a given attribute and I am beginning to identify the attribute used to sort a set</p> <p>Counting I join in with number songs and stories. I can count objects, actions from 1-5 with support. I can recite numbers forwards and backwards to 5.</p> <p>Cardinality I can subitise numbers, presented in a familiar pattern, up to 3 with support. I can link the quantity to the cardinal number it represents (up to 5) with support. I can represent numbers (up to 5) using my fingers, with support. I can take turns to play maths games which involve counting and recognising numerals (up to 5.)</p> <p>Composition I am beginning to recognise that each counting number is one</p>	<p>Comparison I can say which group has more and which group has fewer, with support. I can use the language of equal to when two groups are the same, with support.</p> <p>Counting I can count and represent objects up to 10, with support. I can say what will be one more/one less than a given number (up to 5-10) using concrete objects with support.</p> <p>Cardinality I can subitise numbers, presented in familiar patterns, up to 5 with support I can match the numeral with a group of items to show how many there are (up to 10)</p> <p>Composition I am beginning to understand that a number can be made up of two smaller numbers</p> <p>Spatial_Awareness I understand positional language In front, on</p>	<p>Comparison I can compare two quantities (up to 10) and say which has more/fewer items and which groups are the same.</p> <p>Counting I can recite numbers forwards and backwards to 20 sometimes using a number line with support.</p> <p>Cardinality I can subitise numbers, presented in familiar patterns, up to 5 I can match the numeral with a group of items to show how many there are (up to 8) with support I can represent numbers (up to 8) using my fingers.</p> <p>Composition I know that a number can be made up of two smaller numbers. I can arrange compositions of number bonds to 5 in different ways using a five frame, with support. I can begin to show a knowledge of number bonds to 5.</p>	<p>Comparison I can estimate a number of things, showing understanding of relative size (with support)</p> <p>Counting I can count and represent objects up to 10, with support. I can recite numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality)</p> <p>Cardinality I can match the numeral with a group of items to show how many there are (up to 10) with support I can represent numbers (up to 10) using my fingers.</p> <p>Composition I can partition numbers to 10 in a part whole model with support. I am beginning to learn some number bonds to ten with support. I can arrange compositions of number bonds to 10 in different</p>	<p>Comparison I can estimate a number of things, showing understanding of relative size</p> <p>Counting I can recite numbers forwards and backwards to 20 with support. I can count on, and back, from a given number up to 10 using a number line. I can count and represent objects up to 10.</p> <p>Cardinality I can match the numeral with a group of items to show how many there are (up to 10)</p> <p>Composition I can recall number bonds to 10. In practical activities, adds one and subtracts one (with numbers to 10) with support</p> <p>Spatial_Awareness Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</p> <p>Shape</p>	<p>Comparison I can sort quantities into groups which are the same, different and equal and use language of more/fewer. I can share a given quantity into two equal groups. I can halve a whole number by sorting it into two equal groups. I know that when a group can't be shared equally, it is odd and when a group can be shared equally, it is even.</p> <p>Counting I can recite numbers forwards and backwards to 20 and beyond.</p> <p>Cardinality Beginning to match the numeral to group of items to show how many there are (beyond 10)</p> <p>Composition I can begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</p>

	<p>more than the one before</p> <p>I am beginning to separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p>Spatial_Awareness</p> <p>I can complete a 9–12-piece puzzle by manipulating the shapes and using a picture for reference</p> <p>Shape</p> <p>I can sort objects based on different attributes e.g., colour, size, shape with support.</p> <p>Pattern</p> <p>I can extend and copy a repeating ABAB pattern.</p> <p>Measure</p> <p>I can match objects.</p> <p>I can make comparisons using language such as bigger/ smaller, heavier/lighter and empty/full with support.</p>	<p>top, next to, behind with support.</p> <p>Shape</p> <p>I can name and recognise circles, triangles, squares and rectangles.</p> <p>I can describe a shape using terms such as ‘sides, corners with support.</p> <p>Measure</p> <p>I use language of time, such as first, then, next, last, to sequence events</p>	<p>I can combine two groups to find the whole.</p> <p>Shape</p> <p>I can recognise and name some basic 2-D and 3-D shapes.</p> <p>I can describe a shape using terms such as ‘sides, corners, flat, solid, faces.</p> <p>Measure</p> <p>I am beginning to measure time in simple ways with support.</p> <p>I can recite the days of the week in order, with support.</p> <p>I can make comparisons using language such as bigger/biggest, smaller/smallest, longer/longest, shorter/shortest, heavier/heaviest, lighter/lightest.</p>	<p>ways using a tens frame, with support.</p> <p>I can use ten frames to make numbers beyond 10 with support.</p> <p>Spatial_Awareness</p> <p>I can investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p> <p>Pattern</p> <p>I can create my own AB patterns.</p> <p>I can repeat more complex patterns e.g., AABB, AB, AABBB.</p>	<p>I am beginning to understand the relationship between 2d and 3d shapes.</p> <p>Measure</p> <p>I can describe weight, using heavier than, it is lighter than, it is equal to.</p>	<p>In practical activities, I can add one and subtract one (with numbers to 10)</p> <p>Spatial_Awareness</p> <p>I can use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p> <p>Measure</p> <p>I can describe length using shorter than, it is longer than, it is equal to.</p> <p>I can describe weight, using heavier than, it is lighter than, it is equal to.</p> <p>I can describe distance Far, further, furthest</p> <p>I can describe capacity</p>
<p>Understanding the World</p> 	<p>Past and Present - History</p> <p>Begin to make sense of their own life story and family’s history</p> <p>Culture and Community-RE/ Geography</p>	<p>Past and Present - History</p> <p>Comment on images of familiar situations in the past.</p> <p>Culture and Community-RE/ Geography</p> <p>Recognise that people have different beliefs</p>	<p>Past and Present - History</p> <p>Compare and contrast characters from stories including figures from the past</p> <p>Culture and Community-RE/ Geography</p>	<p>Past and Present- History</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Culture and Community-RE/ Geography</p>	<p>Past and Present- History</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their</p>	<p>Past and Present - History</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Culture and Community-RE/ Geography</p>

	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>The Natural World- Science/Geography</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand the effects of the changing seasons on the natural world around them.</p> <p>Talk about what they see, using a wide range of vocabulary.</p>	<p>and celebrate special times in different ways.</p> <p>Show interest in different occupations.</p> <p>The Natural World- Science/Geography</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>The Natural World- Science/Geography</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand the effects of the changing seasons on the natural world around them.</p> <p>Talk about what they see, using a wide range of vocabulary.</p>	<p>Understand that some places are special to members of their community.</p> <p>The Natural World- Science/Geography</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.</p>	<p>experiences and what has been read in class.</p> <p>Culture and Community- RE/ Geography</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>The Natural World- Science/Geography</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>The Natural World- Science/Geography</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>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.</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Describe their immediate environment using knowledge from observation, discussion,</p>
--	---	---	--	--	---	--

				<p>Chopping plasticine safely.</p> <p>Chopping vegetables with support.</p> <p>Skills- Evaluate Tasting the soup and giving opinions.</p> <p>Describing some of the following when tasting food: look, feel, smell and taste.</p> <p>Choosing their favourite packaging design and explaining why.</p> <p>Knowledge- Technical To know that soup is ingredients (usually vegetables and liquid) blended together.</p> <p>To know that vegetables are grown.</p> <p>To recognise and name some common vegetables. To know that different vegetables taste different.</p> <p>To know that eating vegetables is good for us.</p> <p>To discuss why different packages might be used for different foods.</p>	<p>Skills- Make Improving fine motor/scissor skills with a variety of materials.</p> <p>Joining materials in a variety of ways (temporary and permanent).</p> <p>Joining different materials together.</p> <p>Describing their junk model, and how they intend to put it together.</p> <p>Skills- Evaluate Giving a verbal evaluation of their own and others' junk models with adult support.</p> <p>Checking to see if their model matches their plan.</p> <p>Considering what they would do differently if they were to do it again. Describing their favourite and least favourite part of their model.</p> <p>Knowledge- Technical To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model.</p>	<p>Making predictions about, and evaluating different materials to see if they are waterproof.</p> <p>Making predictions about, and evaluating existing boats to see which floats best.</p> <p>Testing their design and reflecting on what could have been done differently.</p> <p>Investigating the how the shapes and structure of a boat affect the way it moves.</p> <p>Knowledge- Technical To know that 'waterproof' materials are those which do not absorb water.</p> <p>Knowledge- Additional To know that some objects float and others sink.</p> <p>To know the different parts of a boat.</p>

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- 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.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- 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, non-fiction texts and (when appropriate) maps.

The Natural World

- 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.

Personal, Social and Emotional Development

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 to follow instructions involving several ideas or actions.

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.

Expressive Arts and Design

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 and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

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.

Physical Development

Gross Motor Skills

- 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 Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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.