

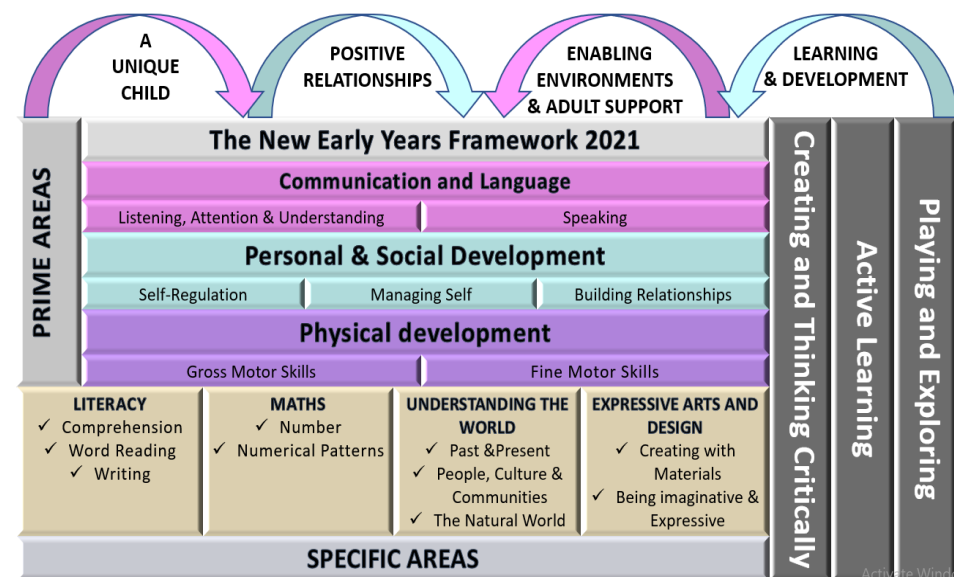


Brompton and Sawdon CP School

Early Years Foundation Stage LTP

Our school is such a special and unique place to learn. Together, we all aspire to fulfil our true potential, understand each other and follow our dreams. We aim to inspire, with high quality teaching, learning and experiences in and beyond the classroom.

As a school, we are all learners who learn in different ways – we recognise the challenges and barriers that can be faced. By building independence, resilience, an ability to try new things, a positive attitude and a commitment to excellence in all we do – we will all be ‘Ready to Fly’.








Class 1 – EYFS Long Term Plan 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests</i></p>	<p>SUPERHEROES Starting School</p> <p>Me and my Family What am I good at?</p> <p>Key Workers and our Real-life Superheroes</p>	<p>Fairytales and Castles Traditional Tales STEM Castles and catapults</p> <p>Christmas Time</p>	<p>Splendid skies Arts & Design A Starry Night - Van Gogh Apollo 11 – Moon Landing</p> <p>Night time adventures Chinese New Year</p>	<p>Springwatch in Brompton Signs of Spring Visiting the Farm Life Cycles</p> <p>Weather and Seasons Growing in the garden</p>	<p>Walking with Dinosaurs Dino Eggs Jurassic Periods</p> <p>Dinosaur Facts What is a carnivore?</p>	<p>Land Ahoy/Under the Sea Animals under the sea Seaside Towns in the past Seaside Art Reduce, Reuse & Recycle</p>
<p>High quality Texts</p>	<p>Colour Monster The Dot Supertato Super Duper You! Captain Tom Moore</p>	<p>The Egg Rapunzel 10 little princesses</p> <p>Jolly Christmas Postman The Gingerbread Man The Christmas Story</p>	<p>Man on the moon La Luna – Animation Short Field Trip to the Moon</p>	<p>On the farm A squash and a squeeze Farmer Duck Little Red Hen</p> <p>Non-fiction texts about farming and animals</p>	<p>Stomp Dinosaur Stomp! 10 little dinosaurs</p> <p>Lava – Animation Short</p>	<p>Flotsam The storm whale This hat is not mine Town is by the Sea</p> <p>Piper – Animation Short</p>
<p>Enrichment</p>	<p>Superhero Visits (Nurse /police officer/vet/mountain rescue)</p> <p>Harvest Festival Halloween</p> <p>Fundraising Event</p>	<p>Bonfire Night Remembrance day Baking Gingerbread</p> <p>Christmas Time Nativity Father Christmas Visit Panto Trip</p>	<p>Valentines day Chinese New Year National Storytelling week 30th Jan-6th Feb</p> <p>Art Exhibition Star Dome</p>	<p>Farm animals (hens, ducks, lambs) Farm Visit</p> <p>Mother's Day World Book Day</p> <p>Easter Egg decorating/rolling Easter Bonnets</p>	<p>Visit to a Jurassic bay Hidden Horizons Fossil Hunt</p> <p>Father's Day</p>	<p>Sports Day End of year trip</p> <p>Transition into Year 1 New children visits</p> <p>Leavers Assembly End of year family BBQ</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	SUPERHEROES	Fairytales and Castles	Splendid Skies	Springwatch in Brompton	Walking with Dinosaurs	Land Ahoy/Under the Sea
Characteristics of effective learning	<p>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</p> <p>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.</p> <p>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.</p>					
Overarching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><i>At Brompton and Sawdon School, we understand that children learn best when they are absorbed, interested and active.. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>					

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General Themes	SUPERHEROES	Fairytales and Castles	Splendid Skies	Springwatch in Brompton	Walking with Dinosaurs	Land Ahoy/Under the Sea
Our Brompton Pillars     	Ready to Fly <u>Books:</u> Self belief The Dot Colour Monster How to Catch a Star	Family <u>Books:</u>	Respect <u>Books</u> Respect: Bog Baby The Great Kapok Tree Tusk Tusk Honesty: Do unto others	Nature <u>Books</u> Responsibility: One world	Rainbow	Ready to Fly <u>Books</u> Curiosity: The mole who knew it was non on his business Independence: Iggy Peck architect Lost and found The missing Piece The Way back Home
<p>It goes without saying that we want our children to reach their potential academically whilst here at Brompton and Sawdon. But, we also recognise that education is about so much more than this. Underpinning all of our work are 5 key values/pillars, which we use to help shape our curriculum, preparing every child to succeed in and contribute to the modern world. In addition to living and breathing these every day in school, we also focus on a different Pillar each half term, developing projects, events and experiences that allow the children to really understand them and develop their relationship with them.</p>						



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British Values	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	<p>RBA In-house baselines Nursery Transition Data</p>	<p>On going assessments to direct curriculum intent Pupil progress meetings Parents evening feedback</p> <p>EYFS team meetings End of term tracking</p> <p>Identification of children 'not' on track</p>	<p>On going assessments to direct curriculum intent</p> <p>Cluster moderation EYFS team meetings SIA visits and feedback</p>	<p>On going assessments to direct curriculum intent</p> <p>Pupil progress meetings Parents evening feedback</p> <p>EYFS team meetings End of term tracking Identification of children 'not' on track</p>	<p>On going assessments to direct curriculum intent</p> <p>Cluster moderation EYFS team meetings</p>	<p>On going assessments to direct curriculum intent</p> <p>Pupil progress meetings Parent reports</p> <p>EYFS team meetings ELG Data and reporting</p>
Parental Involvement	<p>New Starter Transition Meetings Phonics Workshop Tapestry and Class Dojo Harvest Festival Home Learning Books</p>	<p>Tapestry and Class Dojo Home Learning Books Parents Evening Open Day Nativity Christmas Fair Panto and Trip Volunteers</p>	<p>Tapestry and Class Dojo Home Learning Books</p> <p>Art exhibition Valentines Day Lunch/Disco</p>	<p>Tapestry and Class Dojo Home Learning Books</p> <p>Parents Evening</p>	<p>Tapestry and Class Dojo Home Learning Books</p> <p>New Starter Parent Meeting</p>	<p>Tapestry and Class Dojo Home Learning Books</p> <p>Sports Day Summer Fair Whole School Family BBQ</p>



Diversity Texts

to be read throughout the year during story time sessions

THE STREET Families and themes	Cultural diversity	Neurodiversity	Physical disabilities	Different families
Traditional nuclear family Blind person Dad stays at home British, Indian origin Girl who dresses like a boy Muslim Single Dad South American family Step Family Two Mums Mixed Race Couple Boy Who dresses like a girl	The big book of families Maisie's Scrapbook Hats of Faith The Jasmine Sneeze Golden Domes and Silver Lanterns	We're all Wonders Perfectly Norman Incredible You I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums MY two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Listening, Attention and Understanding Speaking	<p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing time, PSHE, stories, singing, speech and language interventions. Daily story time using high quality texts</p>					
	<ul style="list-style-type: none"> Settling in activities Making friends Show an interest in the lives of other people I can understand simple questions and answer appropriately I can use everyday words to talk about people I know I can follow two-step simple instructions with visuals I can listen and respond to adults and peers <p>Key vocab: <i>colours, nursery areas, adult names, rules & routines</i></p>	<ul style="list-style-type: none"> I can concentrate for longer periods I can begin to understand and ask why and how questions I can join in with a small group I can hold two-way conversations with adults and peers I can remember and join in with stories and rhymes <p>Key vocab: <i>celebrations, describing words, food/ingredients</i></p>	<ul style="list-style-type: none"> I can speak in full sentences I can express desires, feelings and needs I can engage in imaginary role-play sometimes building stories around objects and toys <p>Key vocab: <i>planets, sky, colours revisit, light & dark</i></p>	<ul style="list-style-type: none"> I can explain my own thinking/ideas I can describe the story settings and characters I can join in with the repeated lines and refrains I can use language as a powerful means of widening contacts and sharing feelings <p>Key vocab: <i>animal life cycles, farm animals, signs of spring, seasonal language</i></p>	<ul style="list-style-type: none"> I can communicate effectively with my peers and adults I can follow three-step simple instructions, I can anticipate key events in stories I can take turns in small groups I can ask simple questions and wait for a response <p>Key vocab: <i>dinosaurs, science specific vocabulary,</i></p>	<ul style="list-style-type: none"> I can listen attentively and respond with relevant comments, questions and actions. I can ask questions to clarify my understanding. I can speak in full sentences, using conjunctions (sometimes with support) I can use past, present and future tense when speaking. <p>Key vocab: <i>emotions, positional language,, sealive.</i></p>

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Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Managing Self Self regulation Making relationships	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> All about me What makes me special Me and my special people Me and my feelings Know that some actions and words can hurt others feelings. Class rules: Behavioural expectations in the class/boundaries I can separate from my main carer I can use an adult as a secure base I am confident to talk to other children when playing I know about oral hygiene I am dry through the day. Handwashing and COVID guidelines 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> I recognise the need for safety rules and I can follow them. I know who can help me and name an adult in school who can help me. I know services who can help us including 999. Independence: selecting and putting back own belongings I can express my own feelings I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings I can demonstrate friendly behavior and form good relationships with adults and peers I can dress myself for PE and Forest Schools 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> What's safe to go in my body? Keeping myself safe. Safe indoors and outdoors Listening to my feelings Keeping safe online I can distract myself when I am upset I can begin to accept the needs of others and can take turns and share resources I can show confidence in asking adults for help 	<p><u>My Healthy Lifestyle</u></p> <ul style="list-style-type: none"> I know how to keep myself clean. I can wash my hands, wash my body and clean my teeth twice a day. I am beginning to understand about foods that are healthy and unhealthy I can express my own preferences and interests I can give focused attention to my teacher and respond appropriately. I can usually tolerate delay when my needs are not immediately met 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> I know that I have different relationships with different people, some are family. I know when relationships make me feel unhappy or unsafe and I can ask for help. I can name body parts. I know what private is and why we keep some things private. I am beginning to bounce back quicker when things go wrong. Yes I can: confidence and resilience I can seek out others to share experiences I welcome value and praise for what I have done. I understand that my wishes my not always be met 	<p><u>Me and My Future</u></p> <ul style="list-style-type: none"> I know that we use coins and notes to buy things. I can recognise some familiar coins £1 I know that I don't have to spend my money, but I can save it to use at a later date. I enjoy the responsibility of carrying out small tasks I can select and use activities and resources independently I can follow rules and understand why they are important I am confident and outgoing with familiar people in the safe context of my setting

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Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Fine motor	<ul style="list-style-type: none"> I can hold a pencil (fisted/digital pronate grip) to make marks I am beginning to do up my own large buttons I can turn the pages in a book I can fit the pieces of a puzzle together 	<ul style="list-style-type: none"> I can pick up tiny objects using a fine pincer grasp I can take off and put on my own shoes (not laces) I can use tweezers I can use one-handed tools and equipment, e.g. make snips in paper 	<ul style="list-style-type: none"> I can use tools effectively in playdough (eg: cutters/rollers) I am beginning to do up my own zip. I can grip using five fingers or static tripod grip to hold a pencil 	<ul style="list-style-type: none"> I can use pincers, tweezers and threading equipment with increasing control and confidence I can show increasing control over tools like pencils and crayons 	<ul style="list-style-type: none"> I am beginning to use 3 fingers (tripod grip) to hold my pencil. I can show accuracy and care when drawing. 	<ul style="list-style-type: none"> I can use scissors effectively to cut straight lines in paper
Gross motor	Fundamental Movement <ul style="list-style-type: none"> Balance Different ways of moving and negotiating space Travel with confidence Rolling, crawling, hopping, skipping climbing 	Games <ul style="list-style-type: none"> Throwing, catching, kicking Using different sized balls including balloons and beach balls Follow the rules of a game 	Dance and Gymnastics <ul style="list-style-type: none"> Move energetically Copy basic actions Move to music Negotiate space Jumping and landing Balance Core muscle strength 	Swimming <ul style="list-style-type: none"> Develop water confidence. Blow bubbles in the water. Understand basic water safety. Swim 5m or more with a water aide. 	Team Games <ul style="list-style-type: none"> Follow the rules of a game. Use a racket, bat other resources to hit a ball. I can join in with a game. Negotiate space within a team of children. 	Athletics <ul style="list-style-type: none"> Running skills Agility Jumping Sports day
CONTINUOUS PROVISION: Cooperation games i.e. parachute games. Climbing – outdoor equipment. Crates play. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.						

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Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Comprehension - Developing a passion for reading	<ul style="list-style-type: none"> I can fill in missing words from well-known rhymes I can show a preference for a book or a song or a rhyme. - I can identify myself in a story and show enjoyment for stories about familiar people I can hold a book, turn the pages and indicate an understanding of pictures and print. 	<ul style="list-style-type: none"> I am beginning to be aware of the way stories are structured. I show interest in illustrations and print in books and print in the environment. I know that we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> I can describe main story settings, events and characters in a book. I can make suggestions about what might happen next in a story I can identify signs and symbols in the environment and recall what they mean. I can ascribe meaning to other marks, like signage. 	<ul style="list-style-type: none"> I recognise that we can gain information from books and I use non-fiction books to find out facts. I know the names of the different parts of a book. 	<ul style="list-style-type: none"> I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. I can suggest how a story might end 	<ul style="list-style-type: none"> I can compare a story I have read previously to another story with a similar theme. I can tell a story to friends
Word Reading	<ul style="list-style-type: none"> I can retain Set 1 letter sounds in memory for reading and writing. I can join in with rhymes and stories I understand that print has meaning I can hold a book the right way up and turn pages by myself 	<ul style="list-style-type: none"> I can sound blend CVC words using Set 1 letter sounds. I have instant recall of Set 1 letter sounds. I can identify rhymes. I can notice and repeat letter sounds. I can dot and dash for blending. I can recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> I can sound blend CVCC/CCVC words I know that print can have different purposes I can read common words around me such as the days of the week. 	<ul style="list-style-type: none"> I can read words that contain sounds I know or have learnt. I have a developing instant recall of Set 2 sounds. I can spot and suggest rhymes - count or clap syllables in a word 	<ul style="list-style-type: none"> Begin to read simple sentences. I can say a sound for each letter in the alphabet and at least 10 digraphs. I read consistently at home with my family. 	<ul style="list-style-type: none"> Read sentences and books that are consistent with my phonetic knowledge. Read red words with increasing fluency. Develop fluency for reading.

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Writing	<ul style="list-style-type: none"> I can make connections between my actions and the marks being made. I ascribe meaning to my marks I can control the marks on the page. I can use a range of tools to make marks and show an interest in my own marks and others marks. 	<ul style="list-style-type: none"> I can distinguish between the different marks I make. I can tell an adult what my marks mean I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can copy shapes, letter and pictures I can write some or all of my name. I can identify sounds from my own name in other words. 	<ul style="list-style-type: none"> I can write my name I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. I can write some letters accurately 	<ul style="list-style-type: none"> I can hold my pencil comfortably with the tripod grasp. I can begin to sit comfortably when writing. 	<ul style="list-style-type: none"> I can write letters that match the sounds I can say. I can write recognisable letters, most of which are correctly formed. I am beginning to sit my letters on lines, showing ascenders and descenders. Write simple phrases and 3 word sentences. I can spell words by identifying sounds in them. 	<ul style="list-style-type: none"> I can read my writing to my teacher or a friend. Write sentences that can be read by others. I show accuracy and care in my letter/word writing. I can edit and improve my writing with the help of an adult. I am familiar with some common red words and can write these, <i>such as 'the' and 'to'</i>

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Maths <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.					
Count objects, actions and sounds	<ul style="list-style-type: none"> I can count out 3 objects when asked 	<ul style="list-style-type: none"> I'm beginning to count out objects to 5 I am beginning to say <i>how many</i> when counting with support. I can sing a simple counting rhyme with you 	<ul style="list-style-type: none"> I can give you 4,5,6, objects when asked with support 	<ul style="list-style-type: none"> I can count in my play based learning I can count with a group to find an answer I am beginning to recognise numbers to 10 	<ul style="list-style-type: none"> When you ask me to 'give you' 7,8,9,10 objects, I can do this with confidence. I can sing and action a counting song. I know when to use my counting skills I can recognise numbers to 10 and beyond (to 20) 	<ul style="list-style-type: none"> I can count out objects to 10 I can match objects to number amounts I can tell you <i>how many</i> by counting out loud.
Subitise	<ul style="list-style-type: none"> I am beginning to use a dice to recognise numbers through dots 	<ul style="list-style-type: none"> I am working daily with objects 1,2,3,4,5 to be able to recognise instantly the number they represent 	<ul style="list-style-type: none"> I can show you 1,2,3,4,5 on my fingers 	<ul style="list-style-type: none"> I can roll a dice and tell you the number I land on 	<ul style="list-style-type: none"> I can recognise instantly 1-6 objects or dots 	<ul style="list-style-type: none"> I can tell you numbers as they are revealed to me I can show you 5-10 on my fingers
Link the numeral with its cardinal value	<ul style="list-style-type: none"> I am beginning to understand the value of 1-5 	<ul style="list-style-type: none"> I am exploring other ways to record number quantities (tallies, dots and number cards) 	<ul style="list-style-type: none"> I am beginning to write numbers 0-10 	<ul style="list-style-type: none"> I can show in objects the value of 1-10 	<ul style="list-style-type: none"> I can record number quantities with tallies, dots and numbers 	<ul style="list-style-type: none"> I can write numbers 0-10
Length, weight & capacity	<ul style="list-style-type: none"> I can use the words long and short I can use the words full and empty 	<ul style="list-style-type: none"> I can use the words heavy and light 	<ul style="list-style-type: none"> I can tell you if it is longer or shorter than a pencil 	<ul style="list-style-type: none"> I am exploring the scales for balance purposes 	<ul style="list-style-type: none"> I can order two things according to length 	<ul style="list-style-type: none"> I can order two things according to weight I can order two things saying which will hold the most.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	SUPERHEROES	Fairytales and Castles	Splendid Skies	Springwatch in Brompton	Walking with Dinosaurs	Land Ahoy/Under the Sea
Count beyond ten	<ul style="list-style-type: none"> I am beginning to count to 10 independently 	<ul style="list-style-type: none"> I am beginning to count beyond 10 I can recognise a number line 	<ul style="list-style-type: none"> I am looking for numbers in my environment to recognise I can count beyond 10 to 20 independently 	<ul style="list-style-type: none"> I can recognise numbers to 10 I can count along a number line 	<ul style="list-style-type: none"> I can count in 10's to 100 I can recognise numbers in the environment and tell you what they might be 	<ul style="list-style-type: none"> I recognise that my counting in tens looks like 10,20,30,40, 50
Compare numbers	<ul style="list-style-type: none"> I am beginning to compare number amounts 1,2,3,4,5 3 I can understand 1 and then one more makes 2 	<ul style="list-style-type: none"> I can recognise when the number is the same in amounts I can count 1,2,3,4,5 with objects and add one more to make the next number 	<ul style="list-style-type: none"> I am beginning to talk about amounts as <i>more than</i>, <i>less than</i> and <i>fewer</i>. 	<ul style="list-style-type: none"> I can recognise and say this amount is the <i>same</i> and I'm beginning to understand '<i>equal to</i>' I can count 1-10 adding one more object to make the correct amount 	<ul style="list-style-type: none"> I can distribute an amount evenly to recipients e.g. snack to peers or cards in a card game I can understand one more when asked 'one more than ...' to 10 	<ul style="list-style-type: none"> I can compare number amounts up to 20 I can line up 10 and tell you 1 less back to 0
Number Bonds	<ul style="list-style-type: none"> I am beginning to know $2+2=4$ 4. I am beginning to know $1+1=2$ 	<ul style="list-style-type: none"> I am beginning to know $5+5=10$ (with adult modelling number sentence) 	<ul style="list-style-type: none"> I am beginning to divide up my 10 objects into two groups. 	<ul style="list-style-type: none"> I am beginning to use my number knowledge to solve everyday problems I can use a number frame and tell you how many more to make the number 	<ul style="list-style-type: none"> I know '<i>how many</i>' added makes 2-10 (by dividing groups into two) I know $1+2=3$, $3+2=5$, $3+3=6$, $3+4=7$, $4+4=8$, $5+4=9$ 3 	<ul style="list-style-type: none"> I can tell you in a problem how many more we need to make the number to 10 I have mastered the technique of knowing how many make the number to 10
Shapes and patterns	<ul style="list-style-type: none"> I can find a simple shape when asked I can build with a variety of construction I am beginning to recognise shapes in my environment I am enjoying exploring pattern 	<ul style="list-style-type: none"> I can select blocks to build a structure I can build with 3D shapes I am beginning to make pictures with shapes 	<ul style="list-style-type: none"> I can begin to copy a simple 2D pattern I am beginning to continue and replicate patterns (AB, ABB, ABBC) 	<ul style="list-style-type: none"> I can build and then come back and restructure with additions the next day I can name 2D shapes including pentagons, hexagons and octagons I am beginning to see mistakes in a pattern 	<ul style="list-style-type: none"> I can add to my simple 2D shape picture by exploring the combining of shapes to make new ones I can find a 2D shape in the environment 	<ul style="list-style-type: none"> I can find a 3D shape in the environment I can complete a complex puzzle I can make an independent pattern and challenge my friend to complete it I can easily see a mistake in a pattern and correct it

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Understanding the world	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
Past and Present	<ul style="list-style-type: none"> I am curious about people and show interest in stories about myself and my family I can talk about what I was like when I was a baby 	<ul style="list-style-type: none"> I can remember and talk about significant events in my own experience 	<ul style="list-style-type: none"> I can begin to make sense of my own life-story and family's history I can use simple positional language 	<ul style="list-style-type: none"> I can talk about the lives of the people around me. I can follow positional language instructions 	<ul style="list-style-type: none"> I know some similarities and differences between things in the past and now. I can use books and stories to help me understand differences between the past and now. 	<ul style="list-style-type: none"> I can talk about the lives of the people around me and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.
The Natural World	<ul style="list-style-type: none"> I can talk about places in and around school I can identify where things belong in my environment e.g. where my bottle belongs. 	<ul style="list-style-type: none"> I can make observations about my immediate environment. I am beginning to draw pictures of animals and plants that are familiar to me. 	<ul style="list-style-type: none"> I can talk about environments in stories. I am beginning to notice changes in my environment I am becoming familiar with common British wildlife 	<ul style="list-style-type: none"> I can draw basic pictures of animals and plants. I can describe differences between environments, those around me and those in books. 	<ul style="list-style-type: none"> I am beginning to talk about and describe changes in the natural world, including states of matter. I am becoming familiar with animals that live in other countries. 	<ul style="list-style-type: none"> I can draw pictures of animals and plants, adding detail. I can talk about the process of change between seasons and how this affects me. I am beginning to identify common British plants such as nettles and daffodils.

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People, cultures and communities	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> I enjoy joining in with family customs and routines Belonging to my family Being part of the Brompton Family 	<ul style="list-style-type: none"> I can remember and talk about significant events in my own experience I can name and talk about people who are familiar to me. I enjoy celebrating my birthday and that of others 	<ul style="list-style-type: none"> In pretend play I can imitate everyday actions and events from my own family and cultural background I show interest in different occupations (Eg: fire fighters, nurse, police officers) 	<ul style="list-style-type: none"> I can recognise that people have different beliefs and celebrate times in different ways. 	<ul style="list-style-type: none"> I know that I have similarities and differences that connect me to and distinguish me from others. I can recognise similarities of life in this country and life in a different country. 	<ul style="list-style-type: none"> I can develop my sense of responsibility and membership of a community
RE/Festivals <i>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.. They will begin to understand and value the differences of individuals and groups within their own community.</i>	<ul style="list-style-type: none"> Discovering - <i>Believing</i> Which people are special and why? Harvest Festival 	<ul style="list-style-type: none"> Discovering – <i>Expressing</i> Which times are special and why? Advent The Christmas Story 	<ul style="list-style-type: none"> Discovering - <i>Believing</i> Which stories are special and why? Chinese new year Exploring – <i>Believing</i> What can we learn from sacred books? 	<ul style="list-style-type: none"> Discovering – <i>Living</i> Being Special: Where do we belong? The Easter Story Lent 	<ul style="list-style-type: none"> Discovering - <i>Expressing</i> Which places are special and why Exploring – <i>Expressing</i> What makes some places sacred? 	<ul style="list-style-type: none"> Discovering - <i>Living</i> What is special about our world?

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Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
Creating with Materials	<ul style="list-style-type: none"> I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can use various construction materials I can manipulate play dough (roll, knead) 	<ul style="list-style-type: none"> I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) I can recognise and name colours. I can show interest and describe the texture of things. 	<ul style="list-style-type: none"> I can join different materials and explore different textures. I can draw identifiable pictures I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control 	<ul style="list-style-type: none"> I can talk about what I am creating. I can begin to use representation to communicate e.g. drawing a line and saying 'That's me.' I can mix new colours and say what I have made. 	<ul style="list-style-type: none"> I can draw a person with identifiable features I can develop my own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> I have been exposed to a different range of artists I can explain the process I have used for my design. I can use props and materials when role playing to develop my story narrative.
Being Imaginative and Expressive	<ul style="list-style-type: none"> I can experiment with different instruments and ways of making music. I enjoy to move my body to music. 	<ul style="list-style-type: none"> I can sing a range of nursery rhymes and songs alongside my teacher and friends. 	<ul style="list-style-type: none"> I can recount stories that I know through my play. I can change my pitch when signing and humming. 	<ul style="list-style-type: none"> I can sing nursery rhymes and songs from memory. I enjoy to repeat poems and stories through play. 	<ul style="list-style-type: none"> I can move my body, hands or feet in time to music e.g. clapping a pulse. I can create my own music using different instruments. I can choose a role when joining in with pretend play. 	<ul style="list-style-type: none"> I can invent and adapt stories in my play. I can be patient and resolve conflict during pretend play.