

THS EYFS Curriculum

Curriculum drivers: Play, resilience, outdoor, combining knowledge, skills and understanding.

Types of play: body and movement play, imaginative play, object play, social play, storytelling and narrative play, transformative and creative play.

Stages of play: unoccupied behaviour, onlooker behaviour, solitary play, parallel play, associative play, co-operative play.

Boosting resilience: build strong emotional connections, encourage asking for help, build executive function, routines, opportunities to think and act independently, trying hard things, structure knowledge to develop competence and confidence, opportunities for unstructured activities, teach problem solving skills, nurture optimism – challenge negative interpretations, don't rush to their rescue – trust in their capacity to cope.

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

	Autumn 1 Marvellous Me	Autumn 2 Transport	Spring 1 Into the Woods	Spring 2 Wild	Summer 1 Africa	Summer 2 Dinosaurs	ELGs
Key themes	Becoming Me. My School. My past.	My local area – Mortlake (train station) My family's past PSE – managing behaviour and building relationships Keeping Safe	Story telling Traditional tales Nursery Rhymes Speaking and performing Role Play Creativity and imagination	Wild Animals Writing Contrasting environment	Ghana/Rwanda Learning beyond the UK Cultures and countries Trips - Forest Schools? - risky play Outdoor	Transition to Year 1 Poetry Dinosaur Workshop	

	Learning school rules and routines PSE – managing behaviour and building relationships	Role Play People who help us in the community – bus driver, train driver Trip – train to Richmond station	Different places? Trip – Barnes Common/ Bushey Park/ Richmond Park	s – rural and urban Dots and Spots Trip – Battersea Park Children's Zoo Wild Rumpus celebration			
Key texts	The Colour Monster Biscuit Bear The Golden Rules Books Owl Babies Starting School Piper	The Naughty Bus On the Train – Carron Brown (Non-fiction) And the Train Goes – William Bee (poem) Oi! Get Off Our Train – John Burningham	Winnie the Pooh – AA Milne Little Red Riding Hood Jack and the Beanstalk Three Little Pigs Three Little Wolves and the Big, Bad Pig	Wild – Emily Hughes Where the Wild Things are – Maurice Sendak Wild Animals – non fiction	The Leopard's Drum – Jessica Souhami We're Going on a Bear Hunt – Michael Rosen We're Going on a Lion Hunt (Africa focus) Anansi Stories	Dinosaurs – Michael Foreman Stomp, Stomp, Stomp Non-fiction Dinosaur Poems That's not my (series) Dinosaurs at my school.	Additional texts: Dogs do Ballet Izzy Gizmo Super Snail The Way Back Home How To Catch a Star The Tortoise and the Hare – Aesop Aaaarrgghh, Spider! – Lydia Monks
Listening, attention	Learn new vocabular	Learn new vocabulary: train, bus, car, aeroplane, boat, hot	Learn new vocabulary: once upon a time, happily	Learn new vocabulary:	Learn new vocabulary: Africa, Ghana, Rwanda, country,	Learn new vocabulary:	• Listen attentively

and understanding	<p>y: happy, scared, sad, angry, lonely, honest, kind, helpful, gentle, listen, hardworking, respectful</p> <p>Understand how to listen carefully and why listening is important – We Listen, We don't interrupt. Real life context.</p> <p>Know whole body listening rules.</p> <p>Know talk Partner rules.</p>	<p>air balloon, station, school, driver, Mortlake</p> <p>Understand how to listen carefully and why listening is important</p> <p>Be able to listen carefully to rhymes and songs, paying attention to how they sound (Wheels on the bus)</p>	<p>ever after, character, story, narrative, fiction, traditional tale, fairy tale, story-telling, woods, dark, trees, (language to describe woodlands)</p> <p>Be able to engage in story times.</p> <p>Be able to listen to stories</p> <p>Be able to join in with predictable phrases</p> <p>Understand common themes in traditional tales</p>	<p>wild, animal, urban, rural, because</p> <p>Be able to listen to and talk about stories to build familiarity and understanding.</p> <p>Be able to learn rhymes, poems and songs about animals</p> <p>Be able to ask relevant questions about learning</p> <p>Be able to engage in non-fiction books.</p>	<p>continent, similar, different, partner school</p> <p>Be able to join in with telling stories verbally and with actions</p> <p>Be able to hold a conversation with familiar people</p>	<p>dinosaur, herbivore, carnivore, omnivore, past, a long time ago, timeline, rhythm, rhyme</p> <p>Be able to use new vocabulary in different contexts</p> <p>Be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Be able to engage in non-fiction books.</p> <p>Be able to listen to and comment on poems</p>	<p>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.</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged
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Speaking	<p>Be able to develop social phrases e.g. good morning, good afternoon, goodbye, please, thank you.</p> <p>Be able to respond to the register appropriately.</p> <p>Be able to say good morning when coming into school.</p> <p>Be able to describe a good friend.</p>	<p>Be able to describe events in some detail.</p> <p>Be able to use new vocabulary in role play</p> <p>Be able to retell part of a story (The Naughty Bus)</p> <p>Be able to join with words and phrases from a familiar story (And the Train Goes)</p> <p>Be able to speak in full sentences</p> <p>Be able to say please and thank you</p> <p>Trip to Richmond station – be able to ask for a train map and ask to buy something in the shop.</p>	<p>Be able to articulate their ideas and thoughts in well-formed sentences.</p> <p>Be able to ask questions to find out more and to check they understand what has been said to them.</p> <p>Be able to use simple sequencing words e.g. before, then, next, after that</p> <p>Be able to retell traditional tales using story language</p>	<p>Be able to connect one idea or action to another using a range of connectives.</p> <p>Be able to express their point of view (favourite animals)</p> <p>Be able to give reasons using 'because'</p> <p>Be able to explain why something happened in a story (The Paradise Garden)</p> <p>Be able to use past and present tense</p>	<p>Be able to describe events in some detail.</p> <p>Be able to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Be able to use past and present tense</p> <p>Begin to be able to use future tense</p>	<p>Be able to use talk to help work out problems and organise thinking and activities</p> <p>Be able to explain how things work and why they might happen.</p> <p>Be able to use conjunctions in their sentences</p> <p>Be able to use past, present and future tense</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes

	<p>Begin to be able to say how they are feeling (using The Colour Monster)</p> <p><i>Be able to retell key events in Owl Babies.</i></p>						<p>and poems when appropriate.</p> <ul style="list-style-type: none"> 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.
Self-Regulation	<p>Be able to say how they feel (The Colour Monster)</p> <p>Know strategies</p>	<p>Be able to say how they feel (The Colour Monster)</p> <p>Know strategies for moderating feelings (The Colour Monster)</p> <p>Begin to develop an awareness of the school values – kindness, courage, curiosity</p>	<p>Be able to show how they feel by colouring their Colour Monster (The Colour Monster)</p> <p>Know further strategies for moderating feelings (The Colour Monster)</p>	<p>Be able to show how they feel by colouring their Colour Monster (The Colour Monster)</p>	<p>Be able to show how they feel by colouring their Colour Monster (The Colour Monster)</p> <p>Be able to write a sentence to describe why they are feeling a colour using ‘because’</p>	<p>Be able to show how they feel by colouring their Colour Monster and adding a key word (The</p>	<p>Show an understanding of their own feelings and those of others, and begin</p>

	<p>for moderating feelings (The Colour Monster)</p> <p>Begin to build an awareness of other children's feeling – We Are Gentle, We Don't Hurt Others; We Listen, We Don't Interrupt.</p> <p>Be able to sit on the carpet and listen to the teacher</p>	<p>Begin to be able to be patient for what they want</p>	<p>Be able to concentrate on an activity</p> <p>Be able to plan what to do next</p>	<p>Be able to describe why they are feeling a colour using 'because'</p> <p>Be able to monitor what they are doing and adapt</p> <p>Be able to regulate strong feelings</p>	<p>Be able to set themselves a goal to work towards</p>	<p>Colour Monster)</p> <p>Begin to be able to find solutions to conflicts (compromise)</p> <p>Be able to recognise and describe a wider range of emotions</p> <p>Be able to follow multi-step instructions</p>	<p>to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> • 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
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Managing Self	<p>Be able to build self-esteem by seeing themselves as a valuable individual</p> <p>Be able to go to the toilet independently</p> <p>Know the importance of hand washing</p> <p>Be able to put their coat on independently</p> <p>Be able to turn their jumper the right way round</p>	<p>Begin to build independence and resilience</p> <p>Be able to explore different learning areas</p> <p>Be confident to go on the train</p> <p>Be able to stay calm when a task is difficult</p> <p>Begin to show resilience when not picked first</p> <p>Understand why there are rules in the lunch hall and be able to follow them independently</p>	<p>Be able to make independent choices</p> <p>Be able to ask for help when needed</p> <p>Know the importance of dental hygiene</p> <p>Know how to brush their teeth independently</p> <p>Be able to show resilience when losing in a game</p>	<p>Be able to bounce back when things get difficult</p> <p>Know the importance of exercise</p> <p>Know the importance of healthy eating</p> <p>Be able to show good manners in different settings</p> <p>Be able to start to show resilience when losing in a game</p>	<p>Be able to identify the right choice and the wrong choice in everyday scenarios</p> <p>Be able to try again when they've made a mistake</p> <p>Be able to demonstrate confidence</p> <p>Be able to engage in risky play (forest schools e.g. jumping off logs, climbing trees)</p>	<p>Be able to complete an activity independently</p> <p>Know what to do to help themselves</p> <p>Be able to undertake a challenging activity (Sports Day)</p> <p>Be able to show resilience when losing (Sports Day)</p> <p>Be able to acknowledge upcoming changes and know strategies to help them (transition to Year 1)</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including

	<p>Begin to be able to use a knife and fork</p> <p>Be able to select the food they enjoy from the lunch menu</p> <p>Be able to try new and unfamiliar food</p> <p>Be able to share likes and dislikes</p>						<p>dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>Biscuit Bear</p> <p>Know what makes a good friend.</p> <p>Be able to create a friendship potion</p>	<p>Be able to take turns</p> <p>Be able to show happiness for friends when they win/earn a reward</p> <p>Be able to work with different children in the class</p> <p>Be able to listen and respond to talk partner</p> <p>Be able to use the language 'I agree'</p>	<p>Be able to use the language 'I disagree'</p> <p>Be able to think about the perspectives of others</p> <p>Be able to recognise how characters in a story feel</p> <p>Be able to take turns to retell a story</p>	<p>Be able to identify how a character feels in key texts</p> <p>Be able to take turns with a partner</p> <p>Know the importance of saying</p>	<p>Understand how other children are feeling and know some strategies to help them</p> <p>Understand that children's lives can be different, as well as similar (Rwanda)</p> <p>Be able to take turns in a group</p>	<p>Be able to talk to less familiar peers (across year group)</p> <p>Be able to make new friends (in new Year 1 class)</p> <p>Begin to form a positive relationship</p>	<p>Work and play cooperatively and take turns with others.</p> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers.

	Be able to listen to children, as well as staff			sorry and meaning it		with Year 1 teacher/ assistant teacher	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs.
Gross Motor Skills	<p>Be able to revise and refine the fundamental movement skills they have already acquired: - walking - running - crawling – climbing</p> <p>Be able to improve core muscle strength using scooter boards, climbing frame, wooden blocks, big chalk board.</p> <p>Be able to use their</p>	<p>Be able to revise and refine the fundamental movement skills they have already acquired: walking - running - skipping - crawling - jumping - hopping – climbing</p> <p>Be able to progress towards a more fluent style of moving, with developing control and grace.</p> <p>Be able to build shoulder strength by drawing under the table</p> <p>Be able to further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>Be able to revise and refine the fundamental movement skills they have already acquired: - rolling, crawling (gymnastics focus in indoor PE)</p> <p>Be able to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance and gymnastics</p> <p>Be able to use their core muscle strength to achieve a good posture when sitting at a table</p>	<p>Be able to combine different movements with ease and fluency.</p> <p>Be able to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance and gymnastics</p> <p>Be able to develop overall body-strength,</p>	<p>Sports Day Prep</p> <p>Be able to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Begin to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Sports Day Prep</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

	core muscle strength to achieve a good posture when sitting on the floor			balance, co-ordination and agility.			
Fine Motor Skills	<p>Be able to develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Tools for continuous provision: felt tips for drawing and writing, paint dabbers, knives, forks and</p>	<p>Be able to develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Tools for continuous provision: pencils for drawing, felt tips for writing, paint dabbers, scissors, sellotape, knives, forks and spoons, playdough, dough gym, pin boards, multilink</p> <p>Be able to use junk modelling to make vehicles</p>	<p>Be able to develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Tools for continuous provision: pencils for drawing, felt tips for writing, paintbrushes, scissors, sellotape, glue sticks, playdough</p> <p>Be able to use a toothbrush</p>	<p>Begin to be able to hold a pencil correctly</p> <p>Be able to develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Be able to draw a picture of an animal with some accuracy</p> <p>Tools for continuous provision: pencils for drawing and writing,</p>	<p>Be able to hold a pencil correctly</p> <p>Begin to be able to write on a line (introduce books)</p> <p>Begin to write numerals in squares (introduce squared paper)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Be able to draw a picture of an African animal with improved accuracy</p> <p>Tools for continuous provision: pencils for drawing and writing, scissors</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Begin to be able to write on a line</p> <p>Begin to write numerals in squares</p> <p>Tools for continuous provision: pencils for drawing and writing, scissors</p>	<ul style="list-style-type: none"> • 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.

	spoons, tweezers, playdough , rolling pins, cutters, dough gym, threading, Be able to make a good friend puppet			paintbrushes , scissors,			
Comprehe nsion	Be able to use new vocabular y: happy, scared, sad, angry, lonely , honest, kind, helpful, gentle, listen, hardworki ng, respectful Be able to retell key events in Owl Babies	Be able to use new vocabulary: train, bus, car, aeroplane, boat, hot air balloon, station, school, driver, Mortlake Be able to retell key events in Naughty Bus Be able to give reasons (why the bus is naughty) Be able to make simple predictions (what will the Naughty Bus do next?)	Be able to use new vocabulary: once upon a time, happily ever after, character, story, narrative, fiction, traditional tale, fairy tale, story-telling, woods, dark, trees, Understand and retell traditional tales – Three Billy Goats Gruff, Little Red Riding Hood, Jack and the Beanstalk Be able to make simple predictions about what could happen next in stories Be able to describe the woods in detail	Be able to use new vocabulary: wild, urban, rural, animal, because, Be able to retell stories in their own words Be able to make simple predictions (Where the Wild Things are) Know that information	Be able to use new vocabulary: Africa, Ghana, Rwanda, country, continent, similar, different, partner school, Be able to compare We're going on a Bear Hunt with We're going on a Lion Hunt Be able to use knowledge of We're going on a Bear Hunt to make predictions about We're going on a Lion Hunt Be able to retell We're going on a Lion Hunt (role play)	Be able to use new vocabulary: dinosaur, herbivore, carnivore, omnivore, past, a long time ago, timeline, rhythm, rhyme Be able to learn new vocabulary from non-fiction texts Be able to discuss poetry using	Demonstr ate understan ding of what has been read to them by retelling stories and narratives using their own words and recently introduce d vocabular y. • Anticipate

			<p>Be able to retell stories using role play</p> <p>Be able to compare The Three Little Pigs with The Three Little Wolves</p>	<p>can be retrieved from non-fiction books</p> <p>Be able to use appropriate vocabulary when discussing non-fiction books</p>		recently learnt vocabulary	<p>(where appropriate) key events in stories.</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	<p>Be able to recognise and say the Phase 2 sounds:</p> <p>s a t p i n m d g o c k c k e u r h b f l</p> <p>Be able to begin to blend a simple CVC word using</p>	<p>Be able to recognise and say all Phase 2 sounds</p> <p>Be able to say and recognise the Phase 3 sounds v w x y z zz qu ch sh th ng nk</p> <p>Be able to read words with s added at the end</p> <p>Be able to blend a simple CVC word using sounds learnt</p> <p>Be able to read the tricky words put, pull, full, as, and, has, his,</p>	<p>Be able to recognise and say the Phase 3 sounds ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Be able to read the tricky words was, you, they, my, by, all, are, sure, pure</p> <p>Be able to read words with double letters</p> <p>Be able to read simple sentences e.g. This pink coat is tight</p>	<p>(Review) Be able to recognise and say the Phase 3 sounds ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Be able to read longer words by chunking</p>	<p>Be able to read CVCC and CCVC words</p> <p>Be able to read CCVCC, CCCVC, CCCVCC words</p> <p>Be able to read the tricky words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>Be able to read simple sentences</p>	<p>Be able to read words containing Phase 2 and Phase 3 sounds</p> <p>Be able to read words ending in -ing and -ed</p> <p>Be able to read words ending in -s or -es</p>	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by

	<p>sounds learnt</p> <p>Be able to read the common exception words is, I, the</p>	<p>her, go, no, to, into, she, push, he, of, we, me, be</p> <p>Be able to read simple phrases e.g. a big cat</p> <p>Word Hunt</p>		<p>Be able to read words with two or more digraphs</p> <p>Be able to read words ending in –ing</p> <p>Be able to read compound words</p> <p>Be able to read words with –s or –es at the end (plurals)</p>	Be able to read words ending in –ing and –ed and –est	Be able to read longer sentences	<p>sound-blending.</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	<p>Be able to write their name</p> <p>Be able to form the Phase 2 sounds: s a t p i n m d g o c k c k</p> <p>Begin to be able to segment CVC words</p>	<p>Be able to write a CVC word independently</p> <p>Be able to write warning signs for a train e.g. stop, go</p> <p>Be able to write labels (for a train)</p> <p>Be able to write a simple list (for what to take on a train journey)</p> <p>Begin to be able to write a simple sentence</p>	<p><i>Handwriting focus</i></p> <p>Be able to form some letters correctly</p> <p>Be able to spell longer words e.g. laptop, chicken.</p> <p>Be able to write a simple sentence to describe the woods</p> <p>Be able to write a simple sentence (related to stories learnt)</p>	<p>Be able to form more letters correctly</p> <p>Be able to segment words to write a sentence using GPCs learnt</p> <p>Be able to spell words with two</p>	<p>Be able to form letters correctly</p> <p>Be able to spell CVCC and CCVC words</p> <p>Be able to spell longer words</p> <p>Be able to spell words ending in –ing and –ed and –est</p> <p>Be able to write sentences</p> <p>Be able to write a version of The Leopard's Drum</p>	<p>Be able to write longer sentences</p> <p>Be able to spell words ending in –ing and –ed and –est</p> <p>Be able to write simple facts</p> <p>Be able to write a line of</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a

	<p>Be able to write a CVC word with support (dog, ten, red, mum, kid)</p> <p>Be able to create a Wanted poster for the Owl babies</p> <p>Continuous Provision: writing in sand, outdoor chalkboard, painting with water outdoors,</p>	Continuous Provision: writing lists, writing labels, writing Diwali cards, writing to Father Christmas, writing Christmas cards, outdoor chalkboard	<p>Be able to create a Wanted poster for the Big Bad Wolf/ Big Bad Pig</p> <p>Continuous Provision: traditional tale writing prompts, Winnie the Pooh books, Big bad pig posters, labelling story setting</p>	<p>digraphs e.g. short</p> <p>Be able to spell words ending in – ing e.g. looking</p> <p>Be able to spell compound words e.g. carpark</p> <p>Be able to write an invitation</p> <p>Be able to write a fact sheet (animal)</p> <p>Be able to retell a story (Wild)</p> <p>Continuous Provision: invitations, non-fiction animal books, book making, animals</p>	<p>Be able to write a caption (about GS. Muganza School)</p> <p>Continuous Provision: Captions of photos from GS. Muganza, book making</p>	<p>a poem. (Nursery rhyme: The big dinosaurs go stomp stomp stomp)</p> <p>Continuous Provision: silly captions/sentences about dinosaurs, poems</p>	<p>letter or letters.</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others.
Number	Numbers 1 – 5	Numbers 1 – 5	Numbers 1 – 10	Numbers 1 – 10	Numbers 1 – 20	Numbers 1 – 20	Have a deep

And Numerical Patterns	Be able to recognise, say, count and write numbers 1 – 5	Be able to add and subtract two single digit numbers using quantities and objects	Be able to recognise, say, count and write numbers 1 – 10	Be able to add and subtract two single digit numbers using quantities and objects	Be able to recognise, say, count and write numbers 1 – 20	Begin to be able to use the vocabulary involved in doubling, halving and sharing	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.
	Be able to subitise numbers 1 – 5	Be able to use the language of 'more' and 'fewer' to compare two sets of objects	Be able to subitise numbers 1 – 10	Be able to use the language of 'more' and 'fewer' to compare two sets of objects	Be able to use objects to make numbers 1 – 20	Be able to solve problems, including doubling, halving and sharing in practical activities	
	Be able to use objects to make numbers 1 – 5	Be able to find the total number of items in two groups by counting all of them	Be able to use objects to make numbers 1 – 10	Be able to find the total number of items in two groups by counting all of them	Be able to order numbers 1 – 20	Know odd and even numbers to 20	
	Be able to order numbers 1 – 5	Be able to find one more and one less for numbers 1 – 5	Be able to order numbers 1 – 10	Be able to use the vocabulary involved in adding and subtracting	Be able to find one more and one less for numbers 1 – 20	Be able to verbally count beyond 20	
		Know number bonds to 5	Be able to find one more and one less for numbers 1 – 10	Be able to estimate	Be able to add and subtract two single digit numbers using quantities and objects		

				<p>how many objects</p> <p>Know number bonds to 10</p>			<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <ul style="list-style-type: none">• 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
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							facts and how quantities can be distributed equally.
Shape and measure		<p>Be able to use mathematical language to describe everyday objects and shapes</p> <p>Be able to recognise, create and describe patterns</p> <p>Be able to use mathematical names for 2D shapes</p> <p>Be able to use familiar objects and common shapes to create and recreate patterns and models</p> <p>Begin to be able to use everyday language related to money</p>	<p>Be able to use everyday language to talk about size, weight and capacity</p> <p>Be able to order two or three items by length or height</p> <p>Be able to order two items by weight or capacity</p>	<p>Be able to use mathematical language to describe everyday objects and shapes</p> <p>Be able to recognise, create and describe patterns</p> <p>Begin to be able to use mathematical names for 3D shapes</p> <p>Begin to be able to describe 3D shapes using mathematical terms</p> <p>Be able to use everyday language to</p>		<p>Be able to use everyday language to talk about position such as 'behind' or 'next to'</p>	

				<p>talk about time</p> <p>Be able to order and sequence familiar events</p> <p>Be able to measure short periods of time in simple ways</p>			
Past and present	<p>Big Question: How have I changed as a baby?</p> <p>Be able to use key vocabulary: now, then, same, different</p> <p>Be able to talk about their lives (using photos from home)</p>	<p>Big Question: What did my grandparents do when they were little?</p> <p>Big Question: How did my great grandparents travel?</p> <p>Be able to use key vocabulary: now, then, past, present</p> <p>Be able to talk about their parents and grandparents (using photos from home)</p> <p>Be able to sort old and new vehicles</p> <p>Be able to identify differences between transport in the past and transport now</p>	<p>Big Question: How do we know something is old?</p> <p>Be able to use key vocabulary: now, then, past, a long time ago, once upon a time</p> <p>Be able to talk about the past using key vocabulary</p> <p>Understand traditional methods of storytelling</p> <p>Be able to ask questions about the past</p>	<p>Be able to use key vocabulary: now, present, today, yesterday, tomorrow</p> <p>Be able to talk about the life of a Zookeeper (Battersea Park Children's Zoo)</p> <p>Know some similarities and differences between</p>	<p>Be able to use key vocabulary: Africa, same, different, present</p> <p>Be able to talk about their life compared to a child in Africa</p>	<p>Big Question: What happened a long time ago?</p> <p>Be able to use key vocabulary: past, a long time ago, millions of years ago, years</p> <p>Understand that dinosaurs lived in the past</p> <p>Know the names of</p>	<ul style="list-style-type: none"> • 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

	Be able to sort photos chronologically (baby, toddler, child)			zoos today and zoos in the past Be able to ask questions to find out more		some dinosaurs Be able to describe some dinosaurs Know some similarities and differences between the past and present Be able to talk in past tense	been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	Be able to use key vocabulary: Mortlake, school, playground, climbing frame, house, train station, Green, tree, shop, road Know about	Be able to use key vocabulary: Mortlake, North Sheen, Richmond, school, town, city, Skih) Know about Diwali (Hindu and Sikh) Know about Christmas (Christianity) Begin to understand where Mortlake is (London, England using Google Maps) Be able to describe the local area (Mortlake to Richmond) Be able to explore maps of Mortlake	Be able to use key vocabulary: woods, map Be able to identify similarities and differences between city and woods/countryside Be able to describe a wood setting Be able to make and talk about simple maps (WtP) Know about Chinese New Year (Buddhism) Know about stories with meanings (fables)	Be able to use key vocabulary: urban, rural, wild Visit to local church to focus on symbols and rituals Know about Easter (Christianity) Be able to describe	Be able to use key vocabulary: Africa, Rwanda, Ghana Be able to describe similarities and differences between life here and life in Rwanda/Ghana Be able to explore maps of Africa Know about our partner school in Rwanda (GS. Muganza) Know about Ramadan (Islam) Know about Eid ul Fitr (Islam)	Be able to use key vocabulary: Mortlake, Green, park, High Street Know about Humanism Know how humanists celebrate birthday Be able to describe the local environment	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and

	<p>their own culture and beliefs</p> <p>Be able to talk about who is in their family</p> <p>Be able to talk about the school</p> <p>Begin to understand where the school is (Mortlake, England using Google Maps)</p> <p>Be able to describe the local area (what can I see from the roof of THS?)</p>	<p>Be able to talk about simple maps (trains)</p> <p>Be able to talk to people in the community (train conductor, ticket office, shopkeeper)</p>		<p>where wild animals live</p> <p>Be able to compare an urban and rural setting (in the UK)</p>		<p>(where would dinosaurs live in the local area?)</p>	<p>difference s between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Explain some similarities and difference s between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
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The Natural World	Be able to use key vocabulary: sunny, rainy, cloudy, windy, snowy, hot, cold, waterproof	<p>Be able to use key vocabulary: seasons, Autumn, conkers, horse chestnut tree, leaves, pine cones,</p> <p>Be able to describe changes from summer to Autumn (leaves falling off trees)</p> <p>Be able to make observations of a tree in autumn</p>	<p>Be able to use key vocabulary: seasons, winter, snow, frost, plant, soil, water, sunlight</p> <p>Be able to describe changes from autumn to winter</p> <p>Be able to make observations of snow, ice and frost</p>	<p>Be able to use the key vocabulary: lifecycle, mammal, cub, fawn, baby, spring, blossom,</p> <p>Be able to describe changes from winter to spring</p> <p>Be able to make observations of a tree in spring</p>	<p>Be able to use the key vocabulary: care, protect, planet, sound, vibration, magnet</p> <p>Be able to describe the environment in Rwanda/Ghana</p> <p>Be able to compare the local environment with the environment in Rwanda/Ghana</p> <p>Be able to describe how we care for the natural world</p> <p>Be able to explore a sound causing a vibration</p> <p>Be able to explore magnets attracting and repelling objects</p>	<p>Be able to use the key vocabulary: carnivores, herbivores, omnivores, summer, melt, freeze, float</p> <p>Be able to describe changes from spring to summer</p> <p>Be able to make observations of a tree in summer</p> <p>Be able to draw a picture of a tree in summer</p> <p>Be able to observe and interact with an object casting a shadow</p> <p>Be able to explore melting (ice</p>	<p>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>• 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.</p> <p>• Understand</p>
	Be able to explore the natural world around them (outdoor area)	<p>Be able to explore and describe natural materials</p> <p>Be able to use natural materials to create a tree collage</p> <p>Know how to keep warm (gloves, scarf, hat)</p>	<p>Understand that ice is frozen water (changing state)</p> <p>Be able to understand what a plant needs to grow</p> <p>Be able to make observations and drawings as a plant grows (link to Jack and the Beanstalk)</p>	<p>Be able to draw a picture of a tree in spring</p> <p>Be able to draw and label pictures of wild animals</p> <p>Be able to understand lifecycles of a wild animal</p>			
	Be able to use their senses to explore the natural world						
	Know different types of weather (sunny, rainy, cloudy, windy,						

	<p>snowy, hot, cold)</p> <p>Know how to keep dry (wellies and raincoats)</p> <p>Be able to observe and interact with a boat floating on water</p>			<p>Know similarities and differences between urban and rural environments</p>		<p>to water) and freezing (water to ice)</p> <p>Be able to explore a boat floating on water</p> <p>Be able to sort dinosaurs into carnivores and herbivores</p>	<p>d some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Creating with Materials</p> <p>Ideas: Lines Piet Mondrian The Flame Jackson Pollock</p>	<p>DRAWING</p> <p>Be able to use key vocabulary: portrait, paint, photograph</p> <p>Artist: Picasso</p> <p>Big picture: discuss and create family portrait using felt</p>	<p>FORM</p> <p>Be able to use key vocabulary: junk modelling, natural, collage, form</p> <p>Artist: Andy Goldsworthy</p> <p>Big Picture: Junk modelling</p> <p>Be able to use natural materials to create a tree collage (link to The Natural World)</p> <p>Be able to use junk modelling to build vehicles e.g. whole class train (to be used for role play)</p> <p>Be able to use tape and glue to join materials</p>	<p>COLOUR/ PAINT</p> <p>Be able to use key vocabulary: paint, colour, green, brown, mix, primary</p> <p>Artist: Gary Robert Chestnutt</p> <p>Big Picture: colour mixing and painting</p> <p>Be able to choose colours for a purpose</p> <p>Be able to mix paint to create colours</p>	<p>TECHNIQUE: DOTS</p> <p>Be able to use key vocabulary: dots, pattern, small, large, design</p> <p>Artist: Yayoi Kusama</p> <p>Big Picture: Create fur patterns (felt tip, paint, tissue paper) to make a</p>	<p>PRINTING</p> <p>Be able to use key vocabulary: print, repeat, best</p> <p>Big Picture: Printing using different objects (brush, masher, toy car, leaf)</p> <p>Be able to make animal skin prints</p> <p>Be able to explain how the created their printing</p> <p>Be able to discuss which objects created the most effective prints</p>	<p>TEXTURE: COLLAGE</p> <p>Be able to use key vocabulary: texture, collage, evaluate</p> <p>Artist: Matisse</p> <p>The Snail Book: That's not my</p> <p>Big Picture: Collage 'That's not my Dinosaur'</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the

	<p>tips (PSE focus)</p> <p>Be able to take a photograph of their family (home learning) and bring in the photograph of their family</p> <p>Be able to talk about their family photograph</p> <p>Be able to create a family portrait using felt tips</p> <p>Be able to understand why portraits have changed from paintings</p>	<p>Be able to talk about their model</p>	<p>Know that blue and yellow make green (primary and secondary colours)</p> <p>Be able to explore mixing greens and browns</p> <p>Be able to paint a wood scene</p> <p>Be able to talk about their painting</p>	<p>leopard/cheetah/giraffe/hyena/bird mask for role play</p> <p>Know about Kusama's use of dots in artwork</p> <p>Be able to explore with colour mixing</p> <p>Be able to experiment with making dots</p> <p>Be able to use different tools to create dots (felt tip, paintbrush, cotton bud, stick)</p> <p>Be able to design artwork</p> <p>Be able to print using found objects</p>	<p>Be able to explain how they made their artwork</p>	<p>Be able to plan their collage</p> <p>Be able to use scissors safely</p> <p>Be able to experiment with texture</p> <p>Be able to evaluate their collage by suggesting a simple improvement</p>	<p>process they have used.</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.
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	to photograph (link to past and present)			(blossom tree with bottle)			
Being Imaginative and Expressive	<p>Be able to retell Owl Babies through role play.</p> <p>Be able to use key vocabulary: speaking, chanting, singing voices, steady beat.</p> <p>Be able to listen to different kinds of music</p> <p>Be able to use our singing voices</p> <p>Be able to join in with lots of simple action</p>	<p>Be able to invent their own part of the Naughty Bus story and perform it</p> <p>Be able to sing a Nativity song</p> <p>Be able to perform transport songs and rhymes</p> <p>Be able to listen to and recognise fast and slow sounds</p> <p>Be able to experiment with different speeds on percussion instruments</p> <p>Be able to perform a retelling of 'And the Train Goes'</p> <p>Begin to be able to perform in front of an audience (Nativity)</p>	<p>Be able to retell traditional tales through play and props</p> <p>Be able to adapt a traditional tale (Three Little Wolves)</p> <p>Begin to be able to perform simple nursery rhymes to an audience (talent show)</p> <p>Be able to share in a show and tell session</p> <p>Be able to explore loud and quiet sounds</p> <p>Be able to sing songs based on fairy tales and woodland creatures</p>	<p>Be able to sing and play space themed songs using actions and simple percussion</p> <p>Be able to hold a steady beat</p> <p>Be able to recount narratives</p> <p>Be able to retell Where the Wild Things Are through dance</p>	<p>Be able to listen to and discuss traditional music from Rwanda/Ghana</p> <p>Be able to explore high and low in music</p> <p>Be able to move in time to music</p>	<p>Be able to explore how music can be used to tell a story</p> <p>Be able to develop music memory</p> <p>Be able to develop controlled use of percussion instruments</p> <p>Be able to perform songs with actions in the Summer Concert</p>	<ul style="list-style-type: none"> • 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.

	<p>songs, naming body parts.</p> <p>Be able to sing the number/ days of the week songs</p> <p>Be able to sing seasonal songs</p> <p>Be able to keep a steady beat with support</p>						
Technology	<p>Explore Through Play</p> <p>Be able to show an interest in and explore technology through play.</p> <p>Know how to operate simple</p>	<p>Online Safety</p> <p>Smartie the Penguin (https://www.childnet.com/resources/smartie-the-penguin - see for lesson plan and resources)</p> <p>Begin to develop an understanding of how to stay safe online</p> <p>Be able to use the iPads to create a video (Naughty Bus)</p>	<p>Be able to recognise technology for different purposes (e.g. Home: Alexa, Sonos, Smart TV).</p> <p>Be able to explore technology in the locality (e.g. pedestrian crossing, school/home intercom, CCTV)</p> <p>Online safety day – Feb https://www.saferinternet.org.uk/safer-internet-day/2021</p>	<p>Know that information can be retrieved from computers (smart board, iPads).</p> <p>Know how to operate hardware such as Beebots, iPads with</p>	<p>Know that a range of technology is used in places such as homes and schools.</p> <p>Know that information can be retrieved from computers (iPads, Smart Table).</p> <p>Be able to independently select and use technology to interact with age appropriate software (iPads, Beebots).</p> <p>Online Safety</p>	<p>Be able to log on to Purple Mash using their own username and password</p> <p>Be able to access a 2do on Purple Mash</p> <p>Be able to create a dinosaur</p>	No ELGs

	technological equipment (iPads, Smartboard)			<p>headphones, Smart Board, walkie talkies, recordable whiteboards.</p> <p>Be able to log on to an iPad using the 4-digit code</p> <p>Be able to create an animal picture on Purple Mash (EYFS paint project – Big Cats)</p>	https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ Episode 1 – Jessie and Friends (I know who to speak to if I have any worries about what I have seen online)	picture on Purple Mash	
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