

PSED	-To settle in to school -To select and use resources with support. -To understand and follow the rules. -To make new friends, share and take turns. -To show an awareness of emotions. -To talk about our own abilities and interests.	-To further get to know our peers and the adults that we work with. -To understand and follow the rules. -To become independent within the Reception Area. -To communicate freely about our own home and community.	-To share what we did over the Christmas holidays with a small group. -To explain our own knowledge and understanding within a group. -To understand and follow the rules and explain why they are in place.	-To play closely with other children – showing an awareness of and responding to their views and ideas. -To solve problems by negotiating. -To play games with rules with another child.	-To share what we did over the Easter holidays with a small group. -To solve problems by negotiating. -To play games with rules with another child.	-To listen to the ideas of others and comment with respect and value. -To solve problems by negotiating.
Please note that in addition to the specific aspects outlined above PSED underpins everything that we do and is promoted discretely within every adult led and child initiated activity as appropriate for individual children.						
PD	-To hold a pencil correctly and form some recognisable letters. -To use scissors to cut along straight and curved lines. -To find and travel in space. -To travel in different ways e.g. jumping, hopping and tiptoeing. -To create a two footed balance. -Target throwing – using beanbags. -Ball control- learning how to control a ball using different parts of our bodies. -To dress and undress independently. -To show some awareness of healthy eating. -To use tools and equipment safely.	-To use scissors to cut along straight, curved and wavy lines. -To hold pencils, paintbrushes and crayons effectively -To form L&S phase 2 letters correctly. -To use space effectively to travel in different directions. -To make a shape with our bodies and hold the shape whilst moving. -To roll and control equipment including hoops and quoits. -To stay safe on Bonfire Night. -To use tools and equipment safely.	-To form the letters of the alphabet correctly. -To use tools and equipment safely. -To travel in different ways at different levels. -To balance along a line. -To create balances with another child. -To make shapes using equipment such as scarves to develop our fine motor skills. -To listen and follow rules to play parachute games as a group.	-To have an understanding of stranger danger. -To form the letters of the alphabet correctly. -To travel at different speeds. -To create balances on one leg. -To dribble a ball. -To roll a ball into a target. -To use tools and equipment safely. -To know that exercise, healthy eating, rest and good hygiene all contribute to staying healthy.	-To form the letters of the alphabet correctly. -To travel in different directions and speeds with a partner. -To balance whilst carrying an object. - To throw and catch using scarves and other objects. - To control an object by patting and tapping. -To have an understanding of dangers in the garden such as ponds and know how to stay safe around them. -To use tools and equipment safely.	-To form the letters of the alphabet correctly. -To use tools and equipment safely. -To use large apparatus to practise previously taught skills, for example balancing, jumping and travelling. -To know that exercise, healthy eating, rest and good hygiene all contribute to staying healthy. -To understand that we need a varied diet to stay healthy.

Lit	-To recognise and begin to write our own name - To show an awareness of rhyme and alliteration. -To use illustrations in books to tell a story. -To handle books carefully, the right way up and turn the pages one at a time. -To begin to link sounds to letters. -To read some early Phase 2 high frequency words. -To identify initial sounds in words and copy a letter to match.	-To write our own name. -To link phase 2 sounds to letters to read and write. -To segment the sounds in cvc words and write letters to match. -To sound talk and blend phase 2 cvc words. -To read phase 2 HFW -To clap out individual words in a sentence. - To read and write short captions from left to right as part of a group. -To listen to Bonfire poems. -To write a list.	-To use non-fiction books to find information. -To continue a rhyming string. -To link phase 2 sounds to letters to read and write words. -To spell phase 2 tricky words. -To begin to link phase 3 sounds to letters and use this knowledge to read and write words. -To read some early phase 3 HFW. -To write sentences by reading what we have already written to identify the next word. -To read sentences and talk about what we have read. -To write a poem with repeating phrases. -To label a picture.	-To join in with and retell Traditional Tales. -To identify good and bad characters and describe them. -To independently use our knowledge of Phase 2 L&S to read and write sentences. -To link phase 3 sounds to letters and use this knowledge to read and write words. -To read and spell Phase 3 HFW. -To write sentences with finger spaces and full stops. -To re-write a Traditional Tale or part of a Traditional Tale. -To write a visual character description.	-To follow a story when reading it as part of a group (guided reading) -To join in with minibeast themed rhymes. -To use our knowledge of Phase 2 and 3 L&S to read and write words and sentences. -To write sentences with capital letters, finger spaces and full stops. -To begin to read and write words using Phase 4 letter combinations. -To begin to read and write some Phase 4 HFW. -To listen and respond to poems. -To write a rhyming list. -To write a minibeasts themed poem.	-To follow a story when reading it as part of a group (guided reading) -To identify between fiction and non-fiction texts. -To identify some features of use non-fiction texts and use them within a group to find information. -To use our knowledge of Phase 2, 3 and 4 L&S to read and write words and sentences. -To write sentences with capital letters, finger spaces and full stops. -To write an information text. -To label a picture writing in the correct direction.
Please note – Children read individually at least once a week in school and take reading books and word boxes home each night Reading books are carefully matched to children's individual stage of comprehension and word reading.						
Math	-To recognise, name and compare numbers and quantities to 5. -To add and subtract with numbers 0-5 using counting objects. -To name the 2d shapes circle, square, rectangle, triangle and pentagon and talk about their properties. -To recognise 1p, 2p, 5p coins and use them to make values up to 5p.	-To recognise, name and compare numbers and quantities to 10. -To add and subtract with numbers 0-10 using counting objects. -To name the 2d shapes hexagon and octagon and talk about their properties. -To recognise a 10p coin and use previously taught coins to make values up to 10p. -To order items by weight and use scales to balance.	-To recognise, name and compare numbers and quantities to 15. -To add and subtract with numbers 0-15 using counting objects and by counting on when adding. -To use coins to make quantities up to 15p. -To learn how to double a number. -To order items by length and measure using non-standard units where appropriate. .	-To recognise, name and compare numbers and quantities to 20. -To add and subtract with numbers 0-20 using counting objects or counting on and back. -To recognise a 20p coin and use previously learnt coins to make values up to 20p. -To name the 3d shapes cube, sphere, cuboid and cylinder and talk about their properties. -To share fairly.	-To measure length using non-standard units and solve problems relating to length. -To describe and create repeating patterns. -To halve -To use numbers and quantities to 20 to solve mathematical problem including doubling, halving, sharing, addition and subtraction. -To count in sets of 2 and 10.	-To use scales to investigate the weight of different items and solve problems. -To use numbers and quantities to 20 to solve mathematical problems – including doubling, halving, sharing, counting in sets, addition and subtraction. -To count in sets of 5. -To use simple methods to measure time.

			-To explore patterns in nature and talk about them.	-To compare capacity and use the associated vocabulary.	-To use 1p, 2p, 5p, 10p and 20p coins to pay for items in play and give change.	
UW	-To identify similarities and differences between ourselves and others – including visual, interests, families, strengths etc.. -To talk about our family and answer questions asked by others. -About the Harvest Festival – why and how it is celebrated. -About different occupations and to talk about what we want to be when we grow up and why. -To identify and talk about autumn changes. -To investigate the weather around us. -To use a camera to take photos of autumn changes -To name mouse, keyboard and monitor. -To create class pictograms based around eye colour and favourite colour. -To explore a drawing program on the computer with some mouse control. -To know the purpose of the school internet safety button.	-To investigate light and dark. -About why and how we celebrate Bonfire Night. -About why and how Hindus celebrate Diwali. -About why and how Christians celebrate Christmas. -To recognise and describe special times and celebrations for family and friends. -To create a class pictogram to show our favourite part of Christmas Dinner and use it to find information together. -To use a drawing program to draw a picture with increasing mouse control.	-To investigate freezing and melting. -To recall special family times during the Christmas Holidays and share these with our friends. -To identify and talk about winter changes. -Take photos of winter changes -To use programmable toys. -To use the internet to find information -To use education city to support our learning.	-To investigate floating and sinking. -To investigate materials when building a boat to help the Billy Goats cross the river. -To identify and talk about spring changes. -To know why and how we celebrate Easter -Take photos of spring changes -To use voice recorders to record our own stories and character descriptions. -To learn to type our name using a keyboard. -Take photos of spring changes	-To investigate growth and change. -To learn about the life cycle of a butterfly. -To learn about the life cycle of a frog. -To compare different mini-beasts and learn about their habitats. -To learn about ways in which we can help look after our planet including recycling. -To understand that food grows in the garden/land. -To use education city and phonics play – showing good mouse control to support our mathematical and literacy learning. -To create a class pictogram about mini-beasts and use the information within it to answer questions.	-To investigate the super power of magnetism, - To predict and investigate change when making magic potions. -To identify ways in which life was different in the Victorian times. -To use the internet and non-fiction texts to find out about dinosaurs. -To identify and talk about summer changes. -To take photos of summer changes -To use a paint programme to draw pictures and type labels to match.
	Please note that internet safety is taught throughout the year					

EAD	-To sing nursery rhymes and autumn themed songs, making use of voice recorders. -To listen to Jazz music and compare it to pop music. -To make music and sound patterns with our bodies. -To name colours correctly. -To use autumnal coloured wax crayons to create leaf rubbings. -To choose colours for a purpose, for example when colouring hair/eyes/skin..... when colouring and painting. -To accurately draw people – thinking about the shape of lines, position and number of body parts. -To explore different drawing media such as pastels, wax crayons, pencil crayons and chalks. -To put on a painting apron. - About the artist Kandinsky with a focus upon shape and colour. -To hold a paintbrush effectively and add paint to the bristles with care to create a Kandinsky inspired painting. -To place paintings on a drying rack with support. -To play alongside others in the Role Play Areas.	-To sing Nursery Rhymes and Christmas themed songs, making use of voice recorders. -To listen to Christmas themed music – to include both instrumental and pop music. -To explore the sounds of different instruments and begin to name them. -To play a beat on an instrument for others to move to. -To explore form and function using clay and develop skills in rolling and flattening. -To explore different sticking media such as PVA glue, pritt stick, sellotape and masking tape to junk model a toy for the role play area. -To explore and name different lines/shapes within art to create a firework picture (straight, spiral, cross, wavy, zig zag..... -To play alongside others in the role play areas and take account of what they say and do.	-To sing winter themed songs, making use of voice recorders. -To listen to African inspired music and move in response to it. - To listen to Reggae music and compare it to pop music. -To use movement to represent different African Animals whilst making their sounds. -To play a repeating sound pattern on the drums. -To play an instrument whilst singing and dancing. -To use winter/cool coloured wax crayons to create rubbings in the natural world. -To explore collage using a range of materials to create an African mud hut. -To explore different mark making media such as pastels, wax crayons, pencil crayons, paints and make choices with them to create African inspired art work. -To explore patterns in nature – looking at the skins of African animals.	-To use musical instruments to add sound effects to our story retells and focus upon loud and quiet sounds. -To pat, strike or bang an instrument to the beat of as song as the whole group sings. - To listen to Jazz music and talk about the instruments we can hear. -To explore printing with paint using a range of objects such as sponges, cotton buds and potatoes. - About the artist 'Klee' with a focus upon block printing to create our own Fairy Tale castle – Review 2d shapes). -To explore colour mixing to create a spring picture inspired by music. -To use spring coloured wax crayons to create rubbings in the natural world and talk about texture. -To design and build a chair for baby bear, using construction materials of our choice. -To create a variety of different character puppets and think about texture when choosing materials to add to them, for example fur for the wolf..... -To build a storyline or narrative into our play in	-To sing songs and rhymes about minibeasts using musical instruments to add effects, focusing upon fast and slow sounds. -To encourage abstract thinking about the music we listen to – to talk about what pieces of music remind us of, which minibeasts? - About the work of Matisse and take inspiration to create our own minibeast picture using collage. -To use what we know about sticking media to design and junk model our own mini-beast – adding colour, texture and choosing tools to add effect – for example by using a fork to make marks in paint. -To evaluate and adapt the creations we make. -To build a storyline or narrative into our play with other children	-To use our voices and instruments to explore pitch – recording ourselves on voice recorders. -To perform our favourite songs and celebrate individual achievements. -To control the pitch of our voices. -To explore and use charcoal to draw. -To design and make a superhero mask – using our knowledge of drawing, colour, texture, paint and form to inform our decisions, -To use summer coloured wax crayons to create rubbings in the natural world and talk about texture. -To build a storyline or narrative into our play with other children
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	Role play – Construction Area, Home corner, Doctors (To include familiar sounds such as buzzers, bells and telephone rings).	Role play – Construction Area, Home corner, Toy shop.	Role play – Construction Area, Home corner, African Safari	the role play and small world areas. Role play – Construction Area, Home corner, fairy tale cottage	Role play – Construction Area, Home corner, garden centre, shoe shop (math area).	Role play – Construction Area, Home corner, school
	Please note that there are always cross curricular resources available in all role play areas to support the developing needs of the children – these may not be evident within this document as we enhance continuous provision areas in light of ongoing assessment, ensuring we always allow opportunity for next steps in learning. With regards to Art and DT based learning within EAD – continuous provision provides a range of tools and equipment for children to explore, develop ideas and work independently. We encourage children to learn through trial and error, to solve problems and follow their own creativity. What is outlined here shows the skills we are teaching – it does not take account for the range of stimulating resources we provide within the continuous provision for children to practise a range of skills on a daily basis.					

- Please note that aspects of the above are subject to change in response to pupils developing needs and interests.