

[illegible]

7 Features of Effective Practice	1 The best for every child 2 High-quality care 3 The curriculum: what we want children to learn 4 Pedagogy: helping children to learn 5 Assessment: checking what children have learnt 6 Self-regulation and executive function 7 Partnership with parents						
COET&L	<i>Playing and exploring</i> – children investigate and experience things, and ‘have a go’ <i>Active learning</i> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements <i>Creating and thinking critically</i> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things						
West End Primary Vision	To encourage every child to be the best they can, in order to become resilient, self-motivated, life-long learners, who will go on to reach their potential and become productive members of the community.						
West End Intent	* To developing positive relationships, where each individual is respected, valued and is nurtured to reach their full potential *To become life-long learners, who love learning *To be resilient and self-motivated *To be emotionally intelligent, confident and articulate *To understand the different ways in which they learn *To view mistakes as a challenge, thus equipping them to be creative thinkers, who are ready for their next stage of learning						
Communication and Language	Intent Statutory Framework :Educational Programme *To develop language and cognitive development through back and forth conversations *To extend and embed new vocabulary *To use a range of language structures *To actively engage with stories, non-fiction, rhymes and poems *To share ideas *To elaborate on their thinking						Children at the expected level of development will: -
Listening, Attention and Understanding	<i>Listen & Attend</i> Know what good listening looks like Listen to adults/children in a group – feelings Sit quietly when appropriate <i>Understand</i> Understand positional	<i>Listen & Attend</i> Listen to a story in a whole group <i>Understand</i> Understand how & why questions	<i>Listen & Attend</i> Listen attentively to a story in a whole group to build familiarity and understanding of the core story Comment on what they hear <i>Understand</i> Understand time and sequence	<i>Listen & Attend</i> Listen to and learn rhymes and poems in a whole group Continue a rhyming string Comment on non-fiction books linked to the theme <i>Understand</i> Know what an adjective is	<i>Listen & Attend</i> Listen in a whole group in a range of situations Give a list of 5 abstract things which are linked <i>Understand</i> Understand what a question is	<i>Listen & Attend</i> Listen in a larger group – e.g. assembly <i>Understand</i> Learn vocabulary linked to different	ELG: Listening, Attention and Understanding *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; *Make comments about what they have heard and ask questions to clarify their understanding *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

	<p>language – finding things</p> <p>Learn vocabulary linked to themselves</p> <p>List 5 objects that are linked and can be seen</p> <p>Follow instructions related to time eg before, after, later, first, last</p>	<p>using a full sentence</p> <p>Follow a short story (phonics) without pictures</p> <p>Learn vocabulary linked to the seasons</p> <p>Answer an adults question</p>	<p>concepts – first, then, next</p> <p>Learn vocabulary linked to traditional stories</p> <p>Follow more complicated instructions containing 3 parts</p> <p>Answer a child's question</p>	<p>Learn vocabulary linked to growth</p> <p>Ask the meaning of unfamiliar words</p> <p>Use language to hold a two way conversation with an adult/child</p>	<p>Learn vocabulary linked to the past and present</p> <p>Learn vocabulary linked to different locations and comparative vocabulary</p> <p>sustain a two way conversation with an adult/child</p>	<p>locations and comparative vocabulary</p> <p>sustain a two way conversation with an adult/child</p>	
Speaking	<p><i>Talk About Yourself!</i></p> <p>Be confident to speak to adults and children in a group (feelings)</p> <p>Stay on topic when speaking</p> <p>Answer a register with good morning/good afternoon</p> <p>Use vocabulary linked to themselves</p> <p>Begin to speak in the correct tense</p> <p>Use most consonants correctly (l, r, th may be still developing)</p>	<p><i>Recount an event!</i></p> <p>Listen to other's views and opinions</p> <p>Use story vocabulary</p> <p>Answer a question in a full sentence</p> <p>Speak in a full sentence</p> <p>Use vocabulary linked to the seasons</p> <p>Recount a past event</p>	<p><i>Tell me a story!</i></p> <p>Be confident speaking in the whole group</p> <p>Comment on other's views and opinions and feelings</p> <p>Use vocabulary linked to time</p> <p>Describe in detail what they see or know</p> <p>Retell a story (T4W)</p> <p>Use vocabulary linked to traditional stories</p> <p>To use positional language</p>	<p><i>Explain your thinking!</i></p> <p>Use adjectives to describe what they see</p> <p>Use vocabulary linked to non-fiction books</p> <p>Use vocabulary linked to poems</p> <p>Use talk to solve problems</p> <p>Recite a poem /rhyme</p> <p>Explain predictions and observations</p>	<p><i>Tell me about differences!</i></p> <p>Ask questions to clarify their understanding about a topic</p> <p>Use vocabulary linked to the past and present</p> <p>Use comparative vocabulary</p> <p>Use a connective correctly to link two ideas – because, and, so, but</p> <p>Communicate to others in a sentence as part of a team</p>	<p><i>Tell me why!</i></p> <p>Use vocabulary linked to different locations</p> <p>Use comparative vocabulary</p> <p>Use adjectives in speech to describe objects or situations</p> <p>Explain plans and review the outcomes</p> <p>Be confident offering detailed explanations in a range of situations</p> <p>Speak clearly & fluently about the past, present and future</p>	<p>ELG: Speaking</p> <p>* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>* 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.</p>

Personal, Social and Emotional Development	Intent Statutory Framework :Educational Programme *To build strong, strong, warm and supportive attachments *To develop language and cognitive development through these attachments *To understand their own feelings and those of others *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 *To learn how to look after their bodies *To manage personal needs independently *To learn how to make good friendships, co-operate and resolve conflicts peaceably						Children at the expected level of development will: -
SCARF	<i>Me and Relationships</i>	<i>Valuing Difference</i>	<i>Keeping Safe</i>	<i>Growing and Changing</i>	<i>Rights and Respect</i>	<i>Being My Best</i>	
Self-Regulation	<i>Feelings</i> Know the names of feelings – happy, sad, scared, excited, proud, angry, calm, loved Deal with change positively <i>Our place</i> Know their place in the class and school Know that they are unique Know that they are valued as a member of the class	<i>Feelings</i> Say how they feel (feelings) Know some simple strategies for managing their feelings Accept praise for positive acts Follow directions from an adult <i>Planning Ahead</i> Talk about what they intend to do	<i>Feelings</i> Say why they feel as they do Know that all emotions are ok but not all responses are Recognise how others feel in a story (Red Riding Hood) Use some simple strategies to manage their feelings <i>Planning Ahead</i> Be able to plan ahead what to do	<i>Feelings</i> Recognise how friends are feeling Have some strategies to support friends <i>Planning Ahead</i> Be able to follow their plan and review how well it went	<i>Feelings</i> Use talk effectively to manage conflict <i>Our place</i> Know their place in the community Know their place in the wider world	<i>Feelings</i> Recognise that animals have feelings Deal with change positively	ELG: Self-Regulation *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	<i>Independence</i> Select activities from those available <i>Rules & Routines</i> Know the class boundaries, rules,	<i>Independence</i> Source/request resources to follow their plans <i>Rules & Routines</i>	<i>Independence</i> Know that we learn from our mistakes <i>Rules & Routines</i>	<i>Independence</i> Talk about what they intend to do and how <i>Rules & Routines</i>	<i>Independence</i> Adapt their plans and explain why they chose to this with adult intervention <i>Rules & Routines</i>	<i>Independence</i> Adapt their plans and review their progress independently <i>Rules & Routines</i>	ELG: Managing Self * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge *Explain the reasons for rules, know right from

	<p>sanctions, rewards and routines</p> <p>Be able to line up and queue</p> <p><i>Health & Wellbeing</i> Know why it is important to care for our teeth</p> <p>Understand the role of the dentist</p> <p>Know how to care for our teeth</p> <p>Know the value of good sleep</p> <p>Know the importance of limiting screen time</p> <p><i>Self-care</i> Remove and fold jumpers</p> <p>Change into sandshoes</p>	<p>Follow daily routines with some support</p> <p>Know what it means to be respectful</p> <p><i>Health & Wellbeing</i> Know the difference between healthy and unhealthy foods</p> <p><i>Self-care</i> Put on waterproof coats and trousers with support</p>	<p>Follow daily routines independently</p> <p>Know what it means to be treated with respect</p> <p><i>Health & Wellbeing</i> Know how to brush their teeth correctly (Wiffy Wilson) Know about cleanliness</p> <p><i>Self-care</i> Know how to look after their personal hygiene</p> <p>Be able to change for PE independently, folding their clothes</p>	<p>Manage their own behaviour in a familiar setting</p> <p>Treat others with respect</p> <p><i>Health & Wellbeing</i> Use tools with care</p> <p><i>Self-care</i> Put on waterproof coats and trousers independently</p>	<p><i>Health & Wellbeing</i> Know how to be a safe pedestrian</p>	<p>Regulate behaviour to avoid conflict</p> <p>Manage their own behaviour in an unfamiliar setting</p> <p><i>Health & Wellbeing</i> Apply what they have learned</p>	<p>wrong and try to behave accordingly</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Growth Mindset	<p>Know all of the Growth Mindset (COETL) characters</p>	<p>Know that there are things that they cannot do YET but will with practise</p>	<p>Know that our synapses are strengthened with practise</p>	<p>Know that we make mistakes as we learn as our pathways are not fully developed</p>	<p>Respond with resilience to challenges</p>	<p>Become familiar with the idea of a learning pit</p>	

Building Relationships	<p>Learn the names of new children</p> <p>Learn the names of the adults</p> <p>Listen to other children</p> <p>Make new friends</p>	<p>Build relationships with adults/children through talk</p> <p>Share resources</p> <p>Turn take</p> <p>Seek adult support to have needs met</p>	<p>Use talk to interact and negotiate with adult intervention</p> <p>Understand other's emotions via story characters</p>	<p>Use talk to resolve conflict with adult intervention</p> <p>Know that other's may have different ideas and that is ok</p>	<p>Use talk effectively to manage conflict independently</p> <p>Work as part of a team</p>	<p>Listen to others and accept their ideas in play</p>	<p>ELG: Building Relationships</p> <p>* Work and play cooperatively and take turns with others</p> <p>* Form positive attachments to adults and friendships with peers</p> <p>*Show sensitivity to their own and to others' needs.</p>
Physical Development	<p>Intent</p> <p>Statutory Framework :Educational Programme</p> <p>*To development of a child's strength, co-ordination and positional awareness</p> <p>*To develop their core strength, stability, balance, spatial awareness, co-ordination and agility</p> <p>*To develop healthy bodies and social and emotional well-being</p> <p>*To develop proficiency, control and confidence in hand-eye co-ordination</p>						<p>Children at the expected level of development will:</p> <p>-</p>
Gross Motor Skills	<p>Work with others to move large construction resources safely</p> <p>Use real bricks and tyres with safety</p> <p>Climb on tyres with safety</p> <p>Balance on a large beam</p> <p><i>Indoors</i> Find a space in the hall</p> <p>Hold a body shape/position in yoga</p>	<p>Work with others to move large construction resources safely</p> <p>Use real bricks and tyres with safety</p> <p>Climb on tyres with safety and jump off</p> <p>Balance on a narrow beam</p> <p><i>Indoors</i> Be aware of space in the hall</p> <p>Travel in a range of ways – hop, jump, skip etc.</p>	<p>Traverse the climbing wall</p> <p>Be aware of others and space outdoors</p> <p><i>Indoors (Gym)</i> Balance on an upturned bench in gymnastics Combine different movements</p> <p>Change speed and direction</p>	<p>Use large materials to build an outdoor construction</p> <p><i>Indoors</i> (Beanbags) Balance a beanbag on various points</p> <p>Work in a pair/team</p>	<p>Use a range of resources to build a den</p> <p>Know different ways of attaching resources – e.g. string, pegs</p> <p><i>Indoors</i> (Balls) Throw, catch, bounce and kick a ball</p> <p>Participate in team games</p>	<p>Use large construction creatively</p> <p>Climb up a tree safely</p> <p>Get down a tree safely</p> <p>Use large climbing equipment (PW)</p> <p><i>Indoors</i>(Dance) Move with control and grace</p> <p>Combine different movements</p> <p>Change speed and direction</p>	<p>ELG: Gross Motor Skills</p> <p>* Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>*Demonstrate strength, balance and coordination when playing</p> <p>* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

			Sit upright on the carpet	Sit correctly at a table			
Fine Motor Skills	<p><i>Manipulative</i> Roll and ball dough</p> <p>Use large tweezers to pick up items</p> <p><i>Pencil</i> Use a tripod pencil grip</p> <p>Apply correct pressure</p> <p><i>Scissors</i> Hold scissors correctly</p> <p>Cut a curved line, rotating the paper</p> <p><i>Drawing</i> Draw a cross (+)</p> <p>Trace a simple picture of a person/house</p> <p><i>Painting</i> Use a large paintbrush</p> <p>Hold it correctly</p> <p><i>Tools</i> Use a hammer, hand drill and</p>	<p><i>Manipulative</i> Build 3 steps with 6 cubes</p> <p><i>Pencil</i> Follow an anticlockwise handwriting pattern</p> <p><i>Scissors</i> Cut out a circular shape, rotating the paper</p> <p>Cut a zig zag line</p> <p><i>Drawing</i> Draw a diagonal line (/)</p> <p>Copy a simple picture of a person/house</p> <p><i>Painting</i> Explore smaller brushes</p> <p>Hold it correctly</p> <p><i>Tools</i></p>	<p><i>Manipulative</i> Thread beads</p> <p><i>Pencil</i> Retrace a vertical line in a handwriting pattern</p> <p><i>Scissors</i> Cut out a large square shape, turning the paper</p> <p><i>Drawing</i> Draw a square</p> <p><i>Painting</i> Select a correct sized brush for a task</p> <p><i>Tools</i> Use a hammer and nails to join</p>	<p><i>Manipulative</i> Build a simple model with Lego</p> <p>Complete a 20+ piece puzzle</p> <p><i>Scissors</i> Cut out a small square shape, turning the paper</p> <p><i>Drawing</i> To draw a diagonal line (\)</p> <p>Draw a simple picture – free drawing</p> <p><i>Tools</i> Use a screwdriver and screws to join</p>	<p><i>Manipulative</i> Use large needles to sew</p> <p><i>Scissors</i> Cut a range of simple shapes</p> <p><i>Drawing</i> To draw a cross (x)</p> <p>Complete a guided drawing adding some details</p> <p><i>Tools</i></p>	<p><i>Manipulative</i> Build elaborate models</p> <p><i>Scissors</i> Cut a range of more complex shapes, such as pictures</p> <p><i>Drawing</i> To draw a triangle</p> <p>Complete a guided drawing with attention to scale/size</p> <p><i>Tools</i> Construct using workshop resources</p>	<p>ELG: Fine Motor Skills</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, paint brushes and cutlery * Begin to show accuracy and care when drawing.

	<p>saw safely with adult support</p> <p><i>Cutlery</i> Use a knife to spread</p>	<p>Know how to use a screwdriver with support</p> <p><i>Cutlery</i> Use a fork to hold food still to cut</p> <p>Use a knife to cut food</p>	<p>two pieces together</p> <p><i>Cutlery</i> Use a knife to push food onto a fork (e.g peas)</p>	<p>two pieces together</p>	<p>Construct using workshop resources</p>	<p>independently</p>	
Literacy	<p>Intent</p> <p>Statutory Framework :Educational Programme</p> <p>*To develop a life-long love of reading</p> <p>*To develop language comprehension, through talk with children about the world around them and books</p> <p>*To enjoy rhymes, poems and songs</p> <p>*To decode words</p> <p>*To recognise and read familiar words</p> <p>*To spell some words</p> <p>*To articulate and structure ideas before</p> <p>*To form letters correctly</p>						<p>Children at the expected level of development will:</p> <p>-</p>
Comprehension	<p><i>Stories</i></p> <p>Listen and enjoy sharing a range of books</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom</p> <p>Know the difference between</p>	<p><i>Stories</i></p> <p>Listen and respond to stories</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</p> <p>Retelling stories (T4W)</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences</p>	<p><i>Stories</i></p> <p>Know book language – publisher</p> <p>Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases</p> <p>Know vocabulary linked to time – first, then, next</p> <p>Retelling stories in the correct sequence, draw on language patterns of stories (T4W)</p>	<p><i>Stories</i></p> <p>Listen to and learn rhymes and poems in a whole group</p> <p>Respond to Rhymes</p> <p>Continue a rhyming string</p> <p>Predict and anticipate key events based on illustrations, story content and title</p>	<p><i>Stories</i></p> <p>Comment, predict, deduce information on stories from other cultures</p> <p>Understand the structure of a non-fiction book is different to a fiction book</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events,</p>	<p><i>Stories</i></p> <p>Know vocabulary linked with non-fiction books</p> <p>Know how to use non-fiction books</p> <p>Identify rhyme in stories</p> <p>Engage in conversation and can answer questions when reading wordless fiction and nonfiction books</p> <p>Play is influenced by experience of</p>	<p>ELG: Comprehension</p> <p>* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>* Anticipate – where appropriate – key events in stories</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

	<p>text and illustrations</p> <p>Know book language – author, illustrator</p> <p>Listen and respond to stories in a small group</p> <p>Answer questions about what is happening or may happen</p> <p>Make predictions about what might happen</p>	<p>Discuss picture books</p> <p>Make deductions from the pictures</p> <p>Predict what might happen in the end</p> <p>Answer questions about the book</p> <p>Use picture clues to help read a simple text</p>	<p>Innovate a well-known story with support</p> <p>Know how to use non-fiction books</p> <p>Simple Non-Fiction books (All Aboard)</p> <p>Read and understand Little Wandle books – answer key questions</p>	<p>Know how to use non-fiction books</p> <p>Simple</p> <p>Read and understand Little Wandle books – answer key questions</p>	<p>or settings and why</p> <p>Know how to use non-fiction books</p> <p>Read and understand Little Wandle books – answer key questions</p>	<p>books (small world, role play)</p> <p>Recall the main points in text in the correct sequence</p> <p>Talk about themes of simple texts e.g. perseverance, good v evil</p> <p>Read simple poetry books</p> <p>Read simple plays</p>	
Writing	<p><i>Writing</i></p> <p>Write their first name</p> <p>Begin to write some individual letters to communicate meaning</p> <p><i>Letter Formation</i></p> <p>Learn the Little Wandle letter formation rhyme</p> <p>s, a, t, p, i, m, n, d</p>	<p><i>Writing</i></p> <p>Write their first and some of their second name</p> <p>Write words using the correct initial and final letter to communicate</p> <p><i>Writing a list for Little Red Hen</i></p> <p><i>Letter Formation</i></p> <p>Learn the Little Wandle letter formation rhyme</p> <p>J, v, x, y, z, q</p>	<p><i>Writing</i></p> <p>Write a sentence simple caption related to Little Red Riding Hood</p> <p>Hold a simple sentence</p> <p>Write a list</p> <p>Spell cvc words accurately</p> <p><i>Word Families</i></p> <p>Spell - I, the, he, she, we, me, be</p> <p><i>Letter Formation</i></p> <p>Learn how to correctly form letters using the</p>	<p><i>Writing</i></p> <p><u>Instructions</u></p> <p>Write simple sentences using phonetic knowledge and HFW</p> <p>Write a label for a drawing</p> <p><i>Word Families</i></p> <p>Spell - no, so, go, to, do, my, by</p> <p><i>Letter Formation</i></p> <p>Learn how to correctly form letters using the Little Wandle rhyme</p>	<p><i>Writing</i></p> <p>Write a simple sentence using finger spaces</p> <p>Use a full stop</p> <p>Read what has been written for sense</p> <p><i>Word Families</i></p> <p>Spell - come, some, you, your</p> <p><i>Letter Formation</i></p> <p>Correctly form letters</p> <p>s, a, t, p, i, m, n, d, g, o, c, k</p>	<p><i>Writing</i></p> <p>Write simple phrases which can be read by others</p> <p>Spell some words correctly</p> <p>Make phonetically plausible attempts to spell</p> <p><i>Letter Formation</i></p> <p>Consolidate correct formation</p>	<p>ELG: Writing</p> <p>* Write recognisable letters, most of which are correctly formed</p> <p>* Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>* Write simple phrases and sentences that can be read by others.</p>

	g, o, c, k c/k, e, u, r h, b, f, l		Little Wandle rhyme s, a, t, p, i, m, n, d g, o, c, k c/k, e, u, r h, b, f, l Follow an anticlockwise handwriting pattern	J, v, x, y, z, q Retrace a vertical line in a handwriting pattern	c/k, e, u, r h, b, f, l J, v, x, y, z, q	Look at positioning on the line and size	
Phonics/Phonological Awareness Little Wandle	<i>Whole Class Revisit</i> Identify rhythm, rhyme, alliteration Orally blend and segment simple words <i>Little Wandle Sounds</i> Know phoneme grapheme correspondence and digraphs for s, a, t, p, i, m, n, d g, o, c, k c/k, e, u, h, b, f, l Blend with known letters for reading VC and CVC words.	<i>Whole Class Phase 2</i> Revisit previous sounds Phase 2 ff, ss, ll, j v, w, x, y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Blend with known letters for reading VC and CVC words.	<i>Whole Class revisit Phase 2</i> <i>Phase 3</i> ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Blend and segment known sounds for	<i>Whole Class Revisit Phase 2/3</i> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air blending words with double letters longer words words with two or more digraphs longer words words ending in – ing compound words longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	<i>Whole Class Revisit Phase 2/3</i> Phase 4 short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words longer words root words ending in: –ing, – ed /t/, –ed /id/ /ed/ –est Blend and segment known sounds for reading and spelling VC, CVC, CVCC Write digraphs when they hear	<i>Whole Class Revisit Phase 2/3</i> Phase 4 long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ –s /z/ –es root word ending in: –ing, –ed /t/, – ed /id/ /ed/, –ed /d/ er and est longer words Blend and segment known sounds for reading and spelling VC, CVC, CVCC	ELG: Word Reading *Say a sound for each letter in the alphabet and at least 10 digraphs *Read words consistent with their phonic knowledge by sound- blending ELG: Writing * Spell words by identifying sounds in them and representing the sounds with a letter or letters

	Orally segment for VC and CVC words for spelling	Orally segment for VC and CVC words for spelling	reading and spelling VC, CVC, CVCC Write graphemes when they hear them, using support strategies	Write graphemes and digraphs when they hear them, using support strategies	them, using support strategies	Write digraphs when they hear them from memory	
Word Reading	<i>Word recognition</i> Little Wandle Tricky Words is I the	<i>Word recognition</i> Little Wandle Tricky Words put pull full as and has his her go no to into she push he of we me be	<i>Word recognition</i> Little Wandle Tricky Words was you they my by all are sure pure	<i>Word recognition</i> Little Wandle Tricky Words Review all taught tricky words	<i>Word recognition</i> Little Wandle Tricky Words said so have like some come love do were here little says out today	<i>Word recognition</i> Little Wandle Tricky Words Review all taught tricky words	ELG: Word Reading * Say a sound for each letter in the alphabet and at least 10 digraphs *Read words consistent with their phonic knowledge by sound-blending * Read aloud simple sentences and books that is consistent with their phonic knowledge, including some common exception words.
Mathematics	Intent Statutory Framework :Educational Programme *To develop a strong grounding in number *To count confidently *To develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers *To develop a secure base of knowledge and vocabulary *To develop their spatial reasoning skills across all areas of mathematics including shape, space and measures *To develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, *To 'have a go' and talk to adults and peers about what they notice and not be afraid to make mistakes						Children at the expected level of development will: -
White Rose Maths	Just Like Me! Match and Sort - Recognise sets and commonalities. Compare Amounts Compare size, mass & capacity, Exploring Pattern. Count forwards to	It's Me 1 2 3 Representing, comparing & composition of 1 2 3 Circles and Triangles Positional language <u>Light & Dark</u> Representing	Alive in 5 Introducing Zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass Compare Capacity	Length & Height Time <u>Building 9 and 10</u> 9 & 10 Bonds to 10 3D Shape Pattern Consolidation	To 20 and Beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning Match, Rotate, Manipulate	Find my Pattern Doubling Sharing & Grouping Even & Odd Spatial Reasoning Visualise and build <u>On the Move</u> Deepening Understanding	ELG: Number *Have a deep understanding of number to 10, including the composition of each number *Subitise (recognise quantities without counting) up to 5

	10 Count set of objects or actions. Narrate pattern of the school day using visual timetable and linear calendar.	Numbers to 5. One more and less Shapes with 4 sides Time.	<u>Growing 6 7 8</u> 6, 7 & 8 Making Pairs Combining 2 groups		<u>First, Now & Then</u> Adding More, Taking Away Spatial Reasoning Compose and Decompose 3D shapes	Patterns & relationships Spatial Reasoning Mapping 3D shapes Measuring Numbers to 100	*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.
							ELG: Numerical Patterns *Verbally count beyond 20, recognising the pattern of the counting system * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	Intent Statutory Framework :Educational Programme *To make sense of their physical world and their community *To develop knowledge and make sense of the world around them *To know key members of society who support us *To develop understanding of our culturally, socially, technologically and ecologically diverse world. *To develop the vocabulary to support this understanding						Children at the expected level of development will: -
Past and Present	<i>My History</i> Know that they can do things now that they couldn't as a baby <i>Significant places</i> Know that our school has changed over time	<i>My History</i> Talk about experiences of bonfire night <i>Significant places</i> Know the houses of parliament is a building in London	<i>Significant people</i> Know about Florence Nightingale Comment on pictures of Florence Nightingale	<i>My History</i> <i>Significant events</i> Talk about past experiences of celebrating Easter	<i>Significant Places</i> Comment on London's historical landmarks (Topsy and Tim go to London) <i>Significant events</i> Participate in Jubilee celebrations	<i>My History</i> Talk about experiences of transition into Y1	ELG: Past and Present *Talk about the lives of the people around them and their roles in society *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class *Understand the past through settings,

	<p>To know that homes have changed over time (Peepo)</p> <p><i>Significant events</i> Talk about starting Reception</p> <p><i>Significant people</i> Name who lives in their house</p> <p>Talk about extended family members</p>	<p><i>Significant events</i> Comment on the story of the gunpowder plot</p> <p><i>Significant people</i> Know about Guy Fawkes</p> <p><i>My History</i> <i>Significant events</i> Talk about past experiences of celebrating Christmas</p>			<p>Observe videos of the Kings coronation</p> <p><i>Significant people</i> Comment on the Queen</p>		characters and events encountered in books read in class and storytelling.
People, Culture and Communities (Geography)	<p><i>Our Community</i> Know our school is in Bedlington</p> <p>Find Bedlington on a simple map of the UK</p>	<p><i>Our Community</i> Identify roles and occupations in the post office (Jolly Christmas Postman)</p>	<p><i>Our Community</i> To know who keeps us safe in the community – Police, Doctors, Fire-fighters etc.</p>	<p><i>Our Community/ Wider World</i> To know how Easter is celebrated in Bedlington and around the world</p>	<p><i>Our Community</i> To talk about our community – school, homes, families, clothes, transport etc.</p> <p><i>Wider World</i> To compare our community with London, Morocco, Australia To say something the same/different (Mirror)</p> <p>To identify these on a map</p>	<p><i>Our Community</i> To contrast woodlands (Plessey Woods) to Bedlington Town</p>	<p>ELG: People, Culture and Communities</p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
People, Culture and Communities (RE)	<p><i>Ourselves</i> Compare ourselves to our friends – what is the same/different</p> <p>Know it is ok to be different</p>	<p><i>Cultural diversity</i> <i>Special Places & Stories</i> Know about some cultural traditions – Xmas, Bonfire, Diwali</p>	<p><i>Family diversity</i> Know all families are different in make-up</p>	<p><i>Christianity & Celebrations</i> <i>Cultural diversity</i> Know about Easter celebrations</p>	<p><i>Cultural diversity</i> Compare different beliefs in London, Morocco, Australia</p> <p>Say something the same/different (Mirror)</p>		<p>* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>

		<p>Know some special stories for religions– Rama & Sita, the first Christmas</p> <p>Know religions have special places - temple /church</p> <p>Know how religions celebrate</p> <p>Compare these celebrations looking at similarities and differences</p> <p><i>Christianity</i> Church - Harvest celebrations</p> <p>Know how Christmas is celebrated around the world</p>		<p>Know the Easter story is important to Christians</p> <p>Recognise and retell stories connected with celebration of Easter</p> <p>How do Christians remember these stories at Easter</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p>			
The Natural World	<p><i>World Around Them</i> Explore the outdoor area</p> <p>Talk about what they see and experience</p> <p>Understand the life cycle of a human</p>	<p>Know how to find out information (trees)</p> <p>Name and identify where different vegetables grow</p> <p><i>Seasons</i> Observe the changes in the garden and local area in Autumn</p>	<p>Compare wolves around the world</p> <p>Draw a wolf</p> <p><i>Seasons</i> Observe the changes in the</p>	<p>Know the conditions for growth – planting Sunflowers & potatoes</p> <p>Understand the key features of the life cycle of a plant</p> <p>Observe changes during growth</p>	<p>Compare different environments of London, Morocco, Australia</p> <p>Say something the same/different (Mirror)</p>	<p>Research and observe the life cycle of a ladybird</p> <p>Observe and discuss changes over time</p> <p>Draw a ladybird</p> <p>Begin to understand the need to respect and care for the</p>	<p>ELG: The Natural World</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>Listen and comment on stories about Autumn</p> <p>Know how animals prepare for winter</p> <p>Compare UK winters to Antarctica</p> <p>Observe the effects of melting ice</p>	<p>garden and local area in Spring</p> <p><i>STEM</i> Predict and test the wolf's huff and puff – blowing houses over</p> <p>Talk about features of different materials</p> <p><i>ICT</i> Know how to retrieve information</p>	<p>Talk about what they notice using their senses</p> <p>Identify similarities and differences in relation to living things</p> <p>Draw a sunflower</p>		<p>natural environment and all living things</p> <p><i>Seasons</i></p> <p>Observe the changes in the garden and local area in Summer</p> <p>Harvest the potatoes</p> <p>Identify changes as they cook</p> <p>Discuss the changes and the taste</p>	<p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Arts and Design	<p>Intent</p> <p>Statutory Framework :Educational Programme</p> <p>*To development of children's artistic and cultural awareness, to supports their imagination and creativity</p> <p>*To engage with the arts</p> <p>*To explore and play with a wide range of media and materials</p> <p>*To developing their understanding, self-expression, vocabulary and ability to communicate through the arts</p> <p>*To interpret and appreciate what they hear, respond to and observe</p>						<p>Children at the expected level of development will:</p> <p>-</p>
Creating with Materials	<p><i>DT</i> <i>Joining</i> Know the different types of glue and when to use them</p> <p>Explore the types of glue</p> <p><i>Design & Make</i> Exploring resources</p> <p>Deciding what to make</p>	<p><i>DT</i> <i>Joining</i> Know the different types of tape and when to use them</p> <p>Exploring the types of tape</p> <p><i>Design & Make</i> Planning a collage for a calendar</p> <p>Describe what they will use</p>	<p><i>DT</i> <i>Joining</i> Know how to use a split pin</p> <p>Exploring using the split pins</p> <p><i>Design & Make</i> Planning a 3D construction (theatre)</p> <p>Work as team discussing ideas</p>	<p><i>DT</i> <i>Joining</i> Know how to tie with string</p> <p>Exploring attaching with string</p> <p><i>Design & Make</i> Apply skills and knowledge</p>	<p><i>DT</i> <i>Joining</i> Apply what they know</p> <p><i>Design & Make</i> Apply skills and knowledge</p>	<p><i>DT</i> <i>Joining</i> Apply what they know</p> <p><i>Design & Make</i> Plan a clay model (minibeast)</p> <p>Describe what they will use</p>	<p>ELG: Creating with Materials</p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>* Share their creations, explaining the process they have used</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p>

	<p><i>Colour</i> Name Primary colours Mix primary colours to create secondary colours (poster paint)</p> <p><i>Media</i> <i>Sculpture</i> Explore Playdough Use the tools Ball & Roll the dough</p> <p><i>Drawing</i> Exploring available resources Colour in a picture</p> <p><i>Imaginary Play</i> Explore using loose parts and general small world resources to act out stories</p> <p>Using costumes to support role play</p>	<p>Adapt as necessary</p> <p>Evaluate the end result</p> <p><i>Colour</i> Use colour and pattern to show mood</p> <p><i>Media</i> <i>Collage</i> - Making a collage in mixed media</p> <p><i>Textiles</i> - Large scale weaving</p> <p><i>Natural materials</i> Explore pattern and texture</p> <p><i>Imaginary Play</i> Use available role play resources to recreate experiences</p> <p>Using costumes to support role play</p>	<p>Adapt as necessary</p> <p>Evaluate the end result</p> <p><i>Colour</i> Mix primary colours to create secondary colours (powder paint)</p> <p><i>Media</i> 3D construction from mixed media</p> <p><i>Drawing</i> Begin to use a variety of drawing tools and techniques</p> <p><i>Imaginary Play</i> Use story props to act out familiar stories for friends</p>	<p><i>Colour</i> Choose paint for a purpose</p> <p><i>Media</i> <i>Sculpture</i> Know how to make salt dough Manipulate it to create a sunflower</p> <p><i>Drawing</i> Observational drawings</p> <p><i>Imaginary Play</i> Use available role play resources to make up stories</p> <p>Using costumes to support role play</p>	<p><i>Colour</i> Explore water colour paints</p> <p><i>Media</i> Choosing a media for a purpose</p> <p><i>Natural materials</i> Use natural materials to make patterns and pictures</p>	<p>Adapt as necessary</p> <p>Evaluate the end result as a class</p> <p>Discuss what they like/dislike</p> <p><i>Colour</i> Choose from a range of paints to suit the purpose</p> <p><i>Media</i> <i>Sculpture</i> Use clay tools Manipulate clay to create a minibeast</p> <p><i>Drawing</i> Begin to use a variety of drawing tools and techniques</p>	
Being Imaginative and Expressive	<p><i>Imaginary Play</i> Act out first hand experiences in role</p>	<p><i>Imaginary Play</i> Take on the role of familiar people (postman etc)</p>	<p><i>Imaginary Play</i> Taking on the role of a story</p>	<p><i>Imaginary Play</i> Act out stories outside of their</p>	<p><i>Imaginary Play</i> Act out stories outside of their</p>	<p><i>Imaginary Play</i> Act out stories outside of their</p>	<p>ELG: Being Imaginative and Expressive *Invent, adapt and recount narratives and</p>

	play and small world		character (hot seating)	first hand experiences	first hand experiences	first hand experiences	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>Kapow Music 'Exploring Sound' Explore musical instruments Learn their names</p> <p>Keep a beat to a nursery rhyme</p> <p>Sing simple nursery rhymes</p> <p><i>Responding to Music</i> Talking about favourite nursery rhymes</p> <p><i>Artists</i> Looking at and responding to the work of Paul Klee (portraits) Creating a portrait</p> <p><i>ICT</i> Take a photograph on an iPad</p>	<p><i>Retelling Stories</i> Retell a simple repetitive story (Enormous Turnip -T4W)</p> <p>Kapow Music 'Celebration Music' Recite a poem for an audience (harvest) Learn and sing songs as a class (nativity)</p> <p><i>Responding to Music/Dance</i> Watching and responding to a live performance</p> <p><i>ICT</i> Explore using a paint program</p>	<p>Use puppets to retell stories</p> <p><i>Retelling Stories</i> Retell a familiar more complex story (T4W)</p> <p>Kapow Music 'Musical Stories' Tap out character names</p> <p><i>Responding to Music/Dance</i> Listen and respond to different music (PE) Move in response to music</p> <p><i>ICT</i> Fill in a picture</p>	<p>Kapow Music 'Music and Movement' Create music to accompany an event (growing)</p> <p>Learn and recite poems (sunflower)</p> <p><i>Artists</i> Looking at and responding to the work of Van Gogh (sunflowers) Drawing/painting sunflowers</p> <p><i>ICT</i> Know how to change colours and brush sizes</p>	<p><i>Retelling Stories</i> Make up a story to match a picture book Using story language</p> <p>Kapow Music 'Transport' Tap out simple songs</p> <p><i>Responding to Music</i> Listening and responding to music from our own and other counties</p> <p><i>Artists</i> Looking at and responding to Banksy's urban art</p> <p><i>ICT</i> Use the tools to create a picture</p>	<p><i>Retelling Stories</i> Retell a familiar more complex rhyming story (T4W)</p> <p>Kapow Music 'Big Band' Learn and recite poems (minibeasts)</p> <p><i>Responding to Music/Dance</i> To perform a series of moves</p> <p>Perform for friends</p> <p>Watch and reflect on others performance</p>	

