

# WEETON PRIMARY SCHOOL



## PRIME AREAS

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes / Interests / Lines of Enquiry	All About Me! Family Starting school Seasons: Autumn	Festivals and Celebrations (At home & around the world) Our Local Area Seasons: Autumn/Winter	People who help us Going Places Then & Now Seasons: Winter	Traditional Tales Easter Seasons: Spring	On the farm Lifecycles Planting & Growing	Seaside Environments Around the world Seasons: Summer
<b>Personal, Social and Emotional Development</b> - Self regulation - Managing self - Building relationships Key Skills: (From Development Matters)	Me and My Relationships  (follow Jigsaw scheme of work)	Valuing Differences  (follow Jigsaw scheme of work)	Keeping Myself Safe  (follow Jigsaw scheme of work)	Growing and Changing  (follow Jigsaw scheme of work)	Rights and Responsibilities  (follow Jigsaw scheme of work)	Being My Best  (follow Jigsaw scheme of work)
				-Show resilience and perseverance in the face of a challenge. - Identify and moderate their own feelings socially and emotionally.	-Think about the perspective of others. -Manage their own needs.	
Progression Checkpoint: (Children on track will do this by the end of each term) Self Regulation	Children will come to school happily Children will follow the school routines and behaviours and take transitions in their stride Children will be productive during independent learning sessions		Children can express how they feel or offer an opinion		Will begin to resolve conflicts with peers Will begin to negotiate (and not be dominated to dominate) Can express feelings and consider other's point of view (even if do not agree) Early Learning Goal: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	
Progression Checkpoint: (Children on track will do this by the end of each term) Managing Self	Able to independently feed and toilet self Adheres to class rules and routines and aware of the boundaries set Is sensible and productive during independent learning		Describes self in positive terms Able to identify different emotions		Confident and enthusiastic to try new activities. Always willing to 'have a go' Takes failure in their stride Can follow instructions Early Learning Goal: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
Progression Checkpoint: (Children on track will do this by the end of each term) Building Relationships	Initiates conversations and/or play with peers Demonstrates friendly behaviour and can usually share resources		Initiates conversations with both peers and adults		Takes steps to resolve conflicts amicably with peers Early Learning Goal: Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs	

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<p><u>Communication And Language</u></p> <ul style="list-style-type: none"> <li>- Listening, Attention &amp; Understanding</li> <li>- Speaking</li> </ul>	<p>Key Texts: Harry &amp; the dinosaurs start school Mouses first day at school I love my Mummy I love my Daddy All kinds of People Have you filled your Bucket today? The tiger who came to tea</p>	<p>Key Texts: Postal Worker. Mucky pup's Christmas. The perfect present. The jolly postman. Jack Frost The Christmas show My Christmas treasury Bless you Santa A letter to Santa The twelve days of Christmas The Christmas Story Santa Paws With Lots of Love</p>	<p>Key Texts: Digger's busy day. Firefighter. Paramedic Doctor Police Officer Cops and robbers. Flashing fire engines. Emergency, Emergency. Postal Worker. Vet Bus Driver Refuge Collector Mog and the vee, ee tee</p>	<p>Key Texts: Little Red Riding hood. Goldilocks and the three bears. The three little pigs. Jack and the beanstalk. Mixed up fairy tales</p>	<p>Key Texts: Farmer Duck. The enormous turnip. Squash and a squeeze. Oliver's vegetables. The tiny seed. Jasper's beanstalk. What the ladybird heard. What the ladybird heard next. Noisy Farm Tractors farmyard fun The very hungry caterpillar</p>	<p>Key Texts: Tiddler. What a waste. The friendly fish. The rainbow fish. Sharing a shell. Commotion in the ocean. Welcome to the Rockpool Ocean Book Lifeboat Crew Oceans and Seas Elmer and the whales Lost and Found The singing Mermaid</p>
<p>Key skills: <i>(From Development Matters)</i></p>	<p>Listening / observation games Speaking &amp; Listening intervention groups Use of visuals - picture cues to help children to understand and follow instructions i.e., visual schedules Use of school music scheme School strategy for stop and listen e.g., clapping, bells</p>		<p>Adults continuously modelling during carpet sessions. Quieter children targeted to participate 1:1, group and then in class. Read and re- read books at story time Story mapping, story stones/cards, drama for writing for story retelling Following instructions</p>		<p>Following instructions Observation skills Link giving an explanation and questioning skills directly to Understanding the World topics Rhymes, poems and songs</p>	
<p>*Learn new vocabulary *Use new vocabulary (through the day and in different contexts) *listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs.</p>	<p>-understand how to listen carefully and why listening is important -Engage in story times</p>	<p>-Ask questions to find out more and to check they understand what has been said to them. - Develop Social phrases -Engage in story times.</p>	<p>-Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Engage in non-fiction books. -Listen to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>-Describe events in some detail -Use talk to help work out problems and organise thinking and activities -Explain how things work and why they might happen.</p>	<p>-Listen &amp; talk about stories to build familiarity &amp; understanding -Engage in non-fiction books -Listen to and talk about selected non-fiction to develop and deep familiarity with new knowledge and vocabulary.</p>	<p>-Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -Use new vocabulary in different contexts</p>

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## Communication And Language

**Progression Checkpoint:**  
*(Children on track will do this by the  
end of each term)*

### Listening, Attention & Understanding

Can answer a simple question Follow a simple instruction.  
Join in at story time e.g., repeated refrains

Can answer a two-part question  
Follow a two-part instruction  
Maintain concentration in group sessions  
Hold a 2-way conversation with peers and adults  
Use weekly taught vocabulary in context  
Introduce a storyline and story language in their play

Hold sustained conversations with peers and adults in the setting – to and fro, not just answering questions  
Offer explanations on what they have learnt, created, seen.  
Participate in discussions contributing their own ideas

**Early Learning Goal**  
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.

**Progression Checkpoint:**  
*(Children on track will do this by the  
end of each term)*

### Speaking

Can answer a simple question using yes/ no  
Join in at story time e.g., repeated refrains  
Use short sentences  
Ask questions  
Results of speech assessments and interventions (SALT?)

Can answer a two-part question or follow a two-part instruction  
Talk in sentences using tenses and connectives correctly  
Hold a 2-way conversation with peers and adults  
Ask relevant questions  
Use weekly taught vocabulary in context  
Introduce a storyline and story language in their play

Hold sustained conversations with peers and adults in the setting – to and fro, not just answering questions and staying on topic  
Offer explanations on what they have learnt, created, seen. Uses language to imagine and recreate roles and experiences in their play

**Early Learning Goal**  
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary  
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate  
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Additional Notes:

Useful Website:

<https://www.booksfortopics.com/reception>

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<p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>- Gross Motor</li> <li>- Fine Motor</li> </ul> <p>Key Skills: (From Development Matters)</p> <p><i>*Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</i></p> <p><i>*Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</i></p> <p><i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</i></p> <p><i>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p>	PE- Games Beanbags	PE Dance Responding To Music Dress and undress independently	PE Games Big Balls Keeping Fit	PE Gym Travelling Body needs	PE Games Quoits and Hoops Healthy Eating	PE Games Bat and Balls Keeping safe
	<p>Life Skills: Dressing up in provision, Putting on aprons, Getting changed for PE/Forest School, Independently changing clothes, Healthy eating, Being hygienic, Putting a coat on including pulling the zip.</p> <p>Posture: Core Strength exercises e.g. Cosmic yoga exercises.</p> <p>Movement: PE lessons, Outside provision and playtime games, Large brushes, scarves, hoops, bikes outside, play equipment outside.</p> <p>Balance: Balance boards, scooters, trikes, Climbing equipment, Climbing PE apparatus and outside area rope and rope ladder, Balancing on bench/upturned bench, trikes, Obstacle courses in PE and outside.</p> <p>Ball skills: PE lessons, Ball and target outside and on playground Dance: Link with a topic</p> <p>Team Games: PE games, Playground games (adult led), Sports day</p> <p>Fine Motor: Handwriting/ letter formation. Opportunities to draw and cut within provision</p> <p>Pencil control activities. Multiple opportunities for fine motor skills activities in the provision that are differentiated through the year – playdough, plasticine, cutting activities, threading, tweezers, small Lego and construction, nuts and bolts, small scale painting, lots of different writing and painting tools and paper, chalks, puzzles and small world etc.</p> <p>Activities to encourage cutting for a purpose e.g., junk modelling or independent job</p>					
<i>*Develop overall body-strength, balance, co-ordination, and agility</i>	<i>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.</i>	<i>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</i>	<i>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</i>	<i>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</i>	<i>Combine different movements with ease and fluency</i>	<i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i>
				<i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i>		

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<p><b><u>Physical Development</u></b></p> <p><b>Progression Checkpoint:</b> <i>(Children on track will do this by the end of each term)</i></p> <p><b>Gross Motor Skills</b></p>	<p>Can sit on carpet steadily Can momentarily stand on one foot Climbs stairs/ladder with alternate feet Can independently put coat and shoes on</p>	<p>Can skip, sidestep, gallop and negotiate space effectively Beginning to throw and catch accurately Can sit at table and or carpet with control</p>	<p>Can balance along a low narrow balance beam Can hop Can throw and catch a ball Negotiates space, speed and direction well Can talk about being fit and healthy Early Learning Goal Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
<p><b>Progression Checkpoint:</b> <i>(Children on track will do this by the end of each term)</i></p> <p><b>Fine Motor Skills</b></p>	<p>Able to write up and down lines and anti-clockwise circles Beginning to form some taught letters correctly Hold scissors with thumb and fingers – makes snips, attempts to cut along a line Use a rolling pin and playdough tools appropriately</p>	<p>Most taught letters are formed correctly and most sized correctly. Holding tools with a comfortable grip and increasing control e.g., paint brushes and pencil Can cut along a line and angles</p>	<p>Tripod grip for tools Forms most letters accurately with appropriate ascenders and descenders Can cut around a simple shape accurately Draws, from imagination or observation, representations of multiple objects e.g., a house, a tree, a person Can use a knife and fork to feed themselves Early Learning Goal Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all case Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.</p>

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<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>- Comprehension</li> <li>- Word reading/ phonics</li> <li>- Writing</li> </ul>	<p>Recognising and writing name Linking sounds to letters <i>Phonics scheme: Letters and Sounds</i> (Letters and sounds Phase 1/2)</p>	<p>Segmenting and blending Begin to read/write words and simple sentences <i>Phonics scheme: Letters and Sounds</i> (Letters and Sounds Phase 2/3)</p>	<p>Blending sounds together to read words and sentences. Writing captions and simple sentences <i>Phonics scheme: Letters and Sounds</i> (Letters and Sounds Phase 3)</p>	<p>Developing independent sentences. Capital Letters . finger spaces and a full stop. <i>Phonics scheme: Letters and Sounds</i> (Letters and Sounds Phase 3/4)</p>	<p>Writing for different purposes Retell stories <i>Phonics scheme: Letters and Sounds</i> (Letters and Sounds Phase 4/5)</p>	<p>Features of narrative writing Spelling multisyllabic words <i>Phonics scheme: Letters and Sounds</i> (Letters and Sounds Phase 4/5)</p>
<p>Key Skills: (From Development Matters)</p>	<p><i>Read individual letters by saying the sounds for them.</i></p>	<p><i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i></p>	<p><i>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</i></p>	<p><i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p>	<p><i>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</i></p>	<p><i>Write short sentences with words with known lettersound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</i></p>
<p>Progression Checkpoint: (Children on track will do this by the end of each term)</p> <p>Comprehension</p>	<p>Developed listening skills with body posture, looking eyes, listening ears and appropriate questions/answers Engages in story times Able to answer a direct question Able to follow a simple instruction</p>	<p>Uses story language and books both read on carpet and explicitly taught e.g., in D4W in role-play and discussions. Able to voice an opinion on a book e.g., a character or setting Able to follow a two-part instruction</p>	<p>Able to talk about a book that they have read or that has been read to them using their own words and any taught vocabulary Early Learning Goal Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary. Anticipate- where appropriate- key events in stories -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>			

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<p><b>Links to Year 1 National Curriculum</b></p>	<p>Pupils should be taught to: * develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.</p>		
<p><b>Progression Checkpoint:</b> <i>(Children on track will do this by the end of each term)</i></p> <p><b>Word Reading / Phonics</b></p>	<p>Says the sounds for taught letters and either blending or blending with support Has a positive attitude towards reading Hears and says the initial sound in words Beginning to blend simple CVC words</p>	<p>Can continue a rhyming string Can blend CVC words and attempting longer Can sight read some HFWs Enthusiastic to read and enjoys a range of books</p>	<p>Can read and understand simple sentences using phonic knowledge to decode regular words and sight read common high frequency words Believe they are a reader Early Learning Goal -Say a sound for each letter in the alphabet and at least 10 digraphs -Read words consistent with their phonic knowledge by sound- blending -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>
<p><b>Links to Year 1 National Curriculum</b></p>	<p>Pupils should be taught to: * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes *read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings *read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading</p>		
<p><b>Progression Checkpoint:</b> <i>(Children on track will do this by the end of each term)</i></p> <p><b>Writing</b></p>	<p>Give meaning to marks that they write Can hear and say some of the sounds in words e.g., beginning or end sound Remembers how to write the taught sounds (phoneme-grapheme correspondence), forming most correctly</p>	<p>Confidently segments and writes CVC words and attempts simple sentences Writes a short list Attempts to use phonic knowledge to sound out unfamiliar words Can write some HFWs</p>	<p>Can write simple sentences using phonic knowledge plus a some HFWs Writes simple phrases and sentences that can be read by adults Begins to write more extended pieces of work e.g., a story, a letter or a description Early Learning Goal -Write recognisable letters, most of which are formed correctly -Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be read by others</p>
<p><b>Links to Year 1 National Curriculum</b></p>	<p>Handwriting - Pupils should be taught to: * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these. Writing - write sentences by: * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher Develop their understanding of the concepts set out in English Appendix 2 by: * leaving spaces between words * joining words and joining clauses using and * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' * learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing.</p>		

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<p><b>Mathematics</b> (White Rose Maths)</p> <ul style="list-style-type: none"> <li>- Number</li> <li>- Numerical patterns</li> <li>- SSM</li> </ul> <p>Key Skills: (From Development Matters)</p>	<p><u>Getting To Know You</u> (3 weeks)</p> <p><u>Just Like Me</u> (3 weeks)</p> <p><i>Key Instant Recall Facts (KIRF)</i></p> <p><i>KIRF – Count to 5</i></p>	<p><u>It's me 123!</u> (3 weeks)</p> <p><u>Light &amp; Dark</u> (3 weeks)</p> <p><i>KIRF – Recall 1 more/1 less of a given number up to 5.</i> 1+1, 2+1, 3+1, 4+1, 5+1 5-1, 4-1, 3-1, 2-1, 1-1</p> <p><i>Recall number bonds to and within 5.</i> 2+2, 3+2</p>	<p><u>Alive in 5!</u>(3 weeks)</p> <p><u>Growing 6.7.8</u> (3 weeks)</p> <p><i>KIRF – Count to 10</i></p>	<p><u>Building 9 and 10</u> (3 weeks)</p> <p>(consolidation time)</p> <p><i>KIRF – Recall 1 more/1 less of a given number up to 10.</i> 6+1, 7+1, 8+1, 9+1 10-1, 9-1, 8-1, 7-1, 6-1</p>	<p><u>To 20 and Beyond</u> (3 weeks)</p> <p><u>First. Then and Now!</u> (3 weeks)</p> <p><i>KIRF – Count to 20 and recall 1 more/1 less of a given number.</i> 11+1, 12+1, 13+1, 14+1, 15+1, 16+1, 17+1, 18+1, 19+1. 20-1, 19-1, 18-1, 17-1, 16-1, 17-1, 16-1, 15-1, 14-1, 13-1, 12-1, 11-1.</p>	<p><u>Find My Pattern</u> (3 weeks)</p> <p><u>On the Move</u> (3 weeks)</p> <p><i>KIRF - Recall all doubles and halves to 10.</i> 3+3, 4+4, 5+5. Half of 10 is 5 Half of 8 is 4 Half of 6 is 3 Half of 4 is 2 Half of 2 is 1</p>
	<p><i>Count objects, actions and sounds. Subitise.</i> <i>Link the number symbol (numeral) with its cardinal number value.</i> <i>Compare numbers.</i></p>		<p><i>Count beyond 10.</i> <i>Compare numbers.</i> <i>Understand the 'one more than/one less than' relationship between consecutive numbers.</i> <i>Explore the composition of numbers to 10.</i> <i>Compare length, weight and capacity.</i> <i>Continue, copy and create repeating patterns.</i></p>		<p><i>Automatically recall number bonds for numbers 0-10. Select rotate and manipulate shapes in order to develop spatial reasoning skills.</i> <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i></p>	
<p><b>Progression Checkpoint:</b> (Children on track will do this by the end of each term)</p> <p><b>Number</b></p>	<p>Reciting numbers Principles of counting – anything can be counted 1:1 correspondence to 5 Can recognise subitising patterns to 6, on dice, dominoes and some random? to 5</p>		<p>Can practically represent number bonds to 10. Can show addition and subtraction and talk about it, explaining their reasoning. Can represent their mathematical thinking e.g., can they draw it? Recognise 1-10 and can exchange Numicon for correct number of objects</p>		<p>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 other quantity. Can apply their mathematical knowledge e.g., of number bonds within wider calculations other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	



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			<p>Early Learning Goal</p> <ul style="list-style-type: none"> <li>-Have a deep understanding of number to 10, including the composition of each number.</li> <li>-Subitise (recognise quantities without counting) up to 5.</li> <li>- Automatically recall (without reference to rhymes, counting or</li> </ul>
<p>Links to Year 1 National Curriculum</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. -count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. -given a number, identify one more and one less. -identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least. read and write numbers from 1 to 20 in numerals and words</p> <p>-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. -represent and use number bonds and related subtraction facts within 20. -add and subtract one-digit and two-digit numbers to 20, including zero. solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</p> <p>- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>		
<p>Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i></p> <p>Numerical Patterns</p>	<p>Can repeat and make a simple repeating pattern Can identify groups that are more, less or equal Can state which group of objects has more. Can say which is larger by counting or matching one-to-one.</p>	<p>Can repeat and make a repeating pattern with more than 2 units. Can explain that some numbers are even and odd Can compare two numbers and say which is the larger. Can predict how many there will be if you add or take away one. Knows one more/less than a given number to 10/20</p>	<p>Early Learning Goal</p> <p>Explore and represent patterns within number to 10 including evens and odds, double facts and how quantities can be distributed equally</p>
<p>Links to Year 1 National Curriculum</p>	<p>Distribute items fairly, e.g., put 3 marbles in each bag. Recognise when items are distributed unfairly.</p>		
<p>Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i></p> <p>SSM</p>	<p>Can name some 2D shapes and beginning to describe properties Be able to find something longer or shorter than a reference item Describe the location of something using accurate positional language – on, under, next to</p>	<p>Can name some 2D and 3D shapes and beginning to describe properties Can use the language of measure e.g., longer, shorter, heavier etc Show intentionality in selecting shapes for a purpose, such as cylinders to roll?</p>	<p>Can use the language of time e.g., yesterday and tomorrow Can use 2D shapes to make other shapes and name accordingly e.g. I used 6 squares to make a cube, or I used 6 triangles to make a hexagon.</p> <p>Please note – No Early Learning Goal for Shape, Space and Measure</p>

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## Links to Year 1 National Curriculum

Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter], time [for example, quicker, slower, earlier, later], measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds), -recognise and know the value of different denominations of coins and notes, -sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening], recognise and use language relating to dates, including days of the week, weeks, months and years, tell the time to the hour and half past the hour and draw the hands on a clock face to - -show these times, recognise and name common 2-D and 3-D shapes, including:2-D shapes [for example, rectangles (including squares), circles and triangles], 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Additional Notes:

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## SPECIFIC AREAS

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes / Interests / Lines of Enquiry	All About Me! Family Starting school Seasons: Autumn	Festivals and Celebrations (At home & around the world) Our Local Area Seasons: Autumn/Winter	People who help us Going Places Then & Now Seasons: Winter	Traditional Tales Easter Seasons: Spring	On the farm Lifecycles Planting & Growing	Seaside Environments Around the world Seasons: Summer
<p><u>Understanding The World</u></p> <ul style="list-style-type: none"> <li>- Past &amp; Present</li> <li>- People, culture &amp; communities</li> <li>- The natural world</li> </ul> <p>Key Skills: (From Development Matters) <i>*Understand the effect of changing seasons on the natural world around them</i> <i>*Describe what they see, hear, and feel whilst outside.</i></p>	<p>Changes My Family, Culture &amp; Community Signs of Autumn</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Celebrations Bonfire Night Diwali Christmas (Past &amp; Present) Christmas around the world</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Chinese New Year Show an interest in different occupations and ways of life- people who help us. (Key Worker visitors) Signs of Winter</p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>New Life Past generations Easter Mothering Sunday Signs of Spring</p> <p>Understand that some places are special to members of their community.</p>	<p>Growing Mini beasts/ habitats Life Cycles</p> <p>(Community – Local trip – farm?)</p> <p>Explore the natural world around them. Draw information from a simple map.</p>	<p>Materials: changes in state Environments &amp; Habitats Floating &amp; Sinking Looking after the environment : Pollution Signs of Summer (Community - Local trip - beach?)</p> <p>Recognise some environments that are different to the one in which they live.</p>
<p>Progression Checkpoint: (Children on track will do this by the end of each term)</p> <p>Past &amp; Present</p>	Can talk about their family and people that are close to them		<p>Know some similarities and differences between their own 'world' and things in the past. To know that some things happened in the past a long time ago and some things a long, long time ago!</p>		<p>Understand their 'immediate' past and longer ago. Understand the concept of a timeline Early Learning Goal: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	
<p>Progression Checkpoint: (Children on track will do this by the end of each term)</p> <p>People, culture &amp; communities</p>	To know that different groups of people have different gods, places of worship and celebrations. That these religions have similarities and differences, but one is not better than the other		To understand and be able to talk about some similarities and differences between the lives of children within the UK and outside the UK.		<p>To understand and talk about some religious and cultural differences between people in their class, England and in the world. Early Learning Goal: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this</p>	

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			country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
<p><b>Progression Checkpoint:</b>  <i>(Children on track will do this by the end of each term)</i></p> <p><b>The Natural World</b></p>	Can demonstrate appreciation that the world is not limited to Weeton	Can talk about the different habitats and environments and life cycles	<p>Understands changing states of matter            Can name and talk about the seasons            Able to use observational skills and attempt an observational drawing or painting.            Early Learning Goal: Explore the natural world around them, making observations and drawing pictures of animals and plants.            Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

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## SPECIFIC AREAS

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes / Interests / Lines of Enquiry	All About Me! Family Starting school Seasons: Autumn	Festivals and Celebrations <i>(At home &amp; around the world)</i> Our Local Area Seasons: Autumn/Winter	People who help us Going Places Then & Now Seasons: Winter	Traditional Tales Easter Seasons: Spring	On the farm Lifecycles Planting & Growing	Seaside Environments Around the world Seasons: Summer
<b>Expressive Arts and Design</b> - Creating with materials - Being imaginative & expressive  Key Skills: <i>(From Development Matters)</i> *Explore, use, and refine a variety of artistic effects to express their ideas and feelings. *Explore and engage in music making and dance, performing solo or in groups.	Printing techniques Self-portrait  Charanga- Me!	Mixing colours/ Paint Christmas Cards Calendars  Charanga- My Stories	Collage  Charanga-Everyone!	Clay/ malleable materials Easter crafts Charanga- Our World	Combining effects  Charanga: Big Funky Bear	Drawing  Charanga: Reflect, rewind. replay
	<i>Develop storylines in their pretend play</i>	<i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>	<i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>	<i>Create collaboratively sharing ideas, resources and skills.</i>	<i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>	<i>Watch and talk about dance and performance art, expressing their feelings and responses.</i>
Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i>  Creating with Materials	Discussing colours and using colours to match the objects Children beginning to use different media and techniques for joining materials	Children discussing different shades and texture Using selection of painting tools and materials correctly and effectively Children using malleable materials to create 3D sculptures Working in pairs or small groups to create simple props for their play	Children discussing different shades and texture Using selection of painting tools and materials correctly and effectively Children using malleable materials to create 3D sculptures Working in pairs or small groups to create simple props for their play	Children discussing different shades and texture Using selection of painting tools and materials correctly and effectively Children using malleable materials to create 3D sculptures Working in pairs or small groups to create simple props for their play	Early Learning Goal Share their creations with others explaining the process that they have used Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Make use of props and materials when role playing characters in narratives and stories	Early Learning Goal Share their creations with others explaining the process that they have used Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Make use of props and materials when role playing characters in narratives and stories
Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i>  Being Imaginative & Expressive	Beginning to express own opinion Children taking part in a simple role play of a known story Singing in tune and to the correct beat	Children using imagination and develop own storylines Using role play appropriately and/or enhancing it or small world play with self-made simple resources Knows how to use different instruments Talks about how music makes them feel	Children using imagination and develop own storylines Using role play appropriately and/or enhancing it or small world play with self-made simple resources Knows how to use different instruments Talks about how music makes them feel	Children using imagination and develop own storylines Using role play appropriately and/or enhancing it or small world play with self-made simple resources Knows how to use different instruments Talks about how music makes them feel	Uses experiences and learnt stories to develop their own storylines Create own music or songs using instruments and body percussion Early Learning Goal Invent, adapt and recount narratives and stories with peers and teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time to the music.	Uses experiences and learnt stories to develop their own storylines Create own music or songs using instruments and body percussion Early Learning Goal Invent, adapt and recount narratives and stories with peers and teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time to the music.