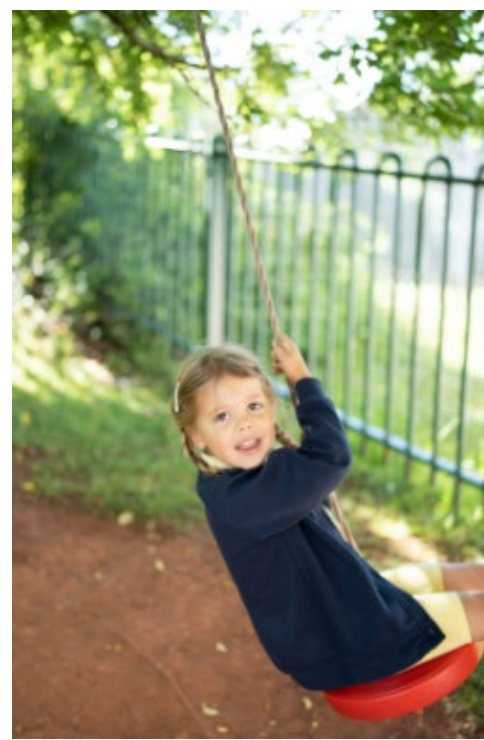


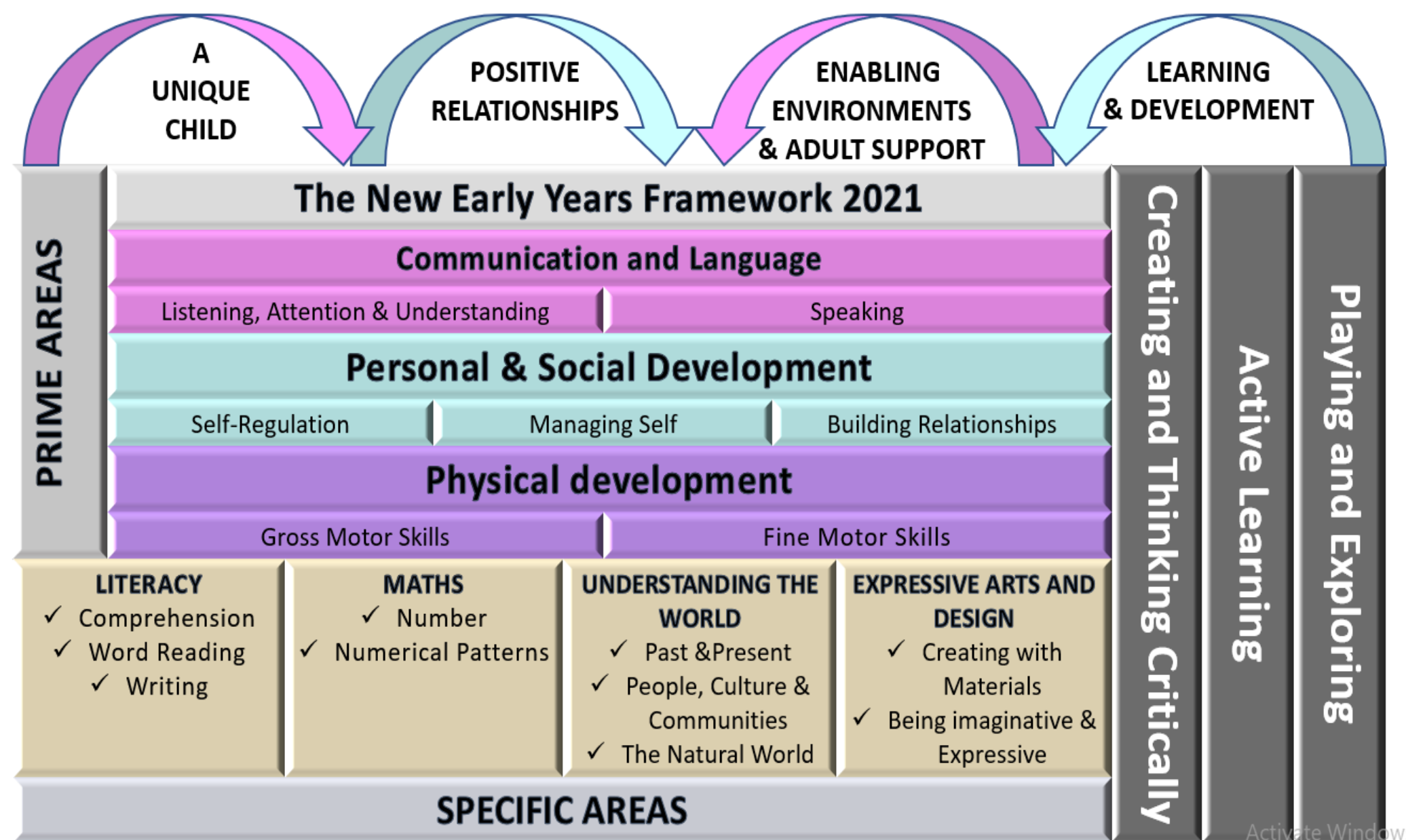
# St Barnabas CofE Primary School






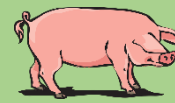









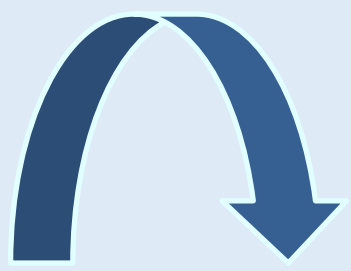
## EYFS Curriculum 23-24









- Our EYFS Curriculum holds **knowing our children** at its heart. Through high quality interactions in a **play based approach** we are able to teach the children by **facilitating** their play.
- Our EYFS curriculum is linked to the wider school curriculum, therefore we have carefully planned topics that will establish secure foundations needed for a successful educational journey. Knowledge gained in the early years will be revisited and built upon as they move through the school.
- Where possible we **follow the children's interests**. We promote positive attitudes towards learning, encourage children to take ownership of their learning and support them in making meaningful links.
- We provide a **high quality continuous provision** where the children can confidently **revisit, extend and master** early skills and knowledge. We also enhance our provision with purposeful and stimulating resources and materials to ignite **curiosity, independence, resilience** and to foster **love of learning**.
- Our EYFS curriculum provides plenty of opportunities for our children to explore our natural world. We are a Church of England school and recognise that the world around us brings so much **wonder** and **awe** to the children's lives so our curriculum reflects this. We want our children to become **principled, successful contributors** to the **global community**.
- Our curriculum allows the children to build the **secure foundations** needed to prepare for a successful educational journey.
- **Observing** the children regularly allows our EYFS team to ensure all children, no matter their starting point, can achieve. Our ethos is for each individual to aspire, believe and together achieve. These observations feed into our **assessment cycle** and future **teaching and learning** opportunities. These observations are meaningful and **purposeful** to **celebrate** a child's **progress** and to **identify next steps**.
- Our **overriding principles** are: A unique child, positive relationships, enabling environments and adult support, and learning and development. The **Characteristics of Effective Learning** act as our drivers: **Playing and Exploring, Active Learning, Creating and Thinking Critically**.





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Super Me! 	Light and dark! 	Around the world! 	Down on the farm! 	Growing! 	Are we there yet? 
Year B	Marvellous Me! 	Stories in outer space! 	Dinosaurs! 	Traditional tales! 	Minibeasts! 	At the seaside! 
<div>                 Over Arching Principles         </div>	<b>Characteristics of Effective Learning</b> <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>PLAY:</b> At St Barnabas CofE Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of learning through play. Play is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p>					

Long Term Plan – Year A		2023- 2024		YR - Miss Hoddinott		YN – Miss Duparcq and Miss Scales	
Key Learning Intentions							
Key Themes	Autumn Term Values Responsibility & Respect		Spring Term Values Compassion & Perseverance		Summer Term Values Forgiveness & Wisdom		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Lines of Enquiry	<b>Super me!</b> Starting school / my new class Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? What am I good at? What makes me special? My family / my home My new friends and my community PSED focus How do I make others feel? Being kind / staying safe	<b>Light and dark!</b> Seasons and change Night time and day time Nocturnal animals Electricity Storytelling Celebrations The Nativity Christmas Lists Letters to Father Christmas 	<b>Around the world in six weeks!</b> -Where do we live? -Holidays -Continents, countries and cities -Natural wonders of the world -Looking after our world -Comparison of homes, buildings, schools, animals, toys and culture -Pen pals -Fundraising challenge	<b>Down on the Farm!</b> -Farm animals -Life cycles -Farm produce (wool, milk, eggs, meat, etc). -Healthy eating -Positional language -People who help us -New life -Seasons -Easter 	<b>Up, up, up! Planting and Growing!</b> -Planting and growing -Self-growth -Caring for our world -Healthy eating -Weather	<b>Are we there yet?</b> -Modes of transport -Then and now -Inventors -DT (E.g. exploring wheels and motors, designing future transport ideas, etc) -Testing forces -Measure -Special journeys -Self reflection -Transition 	
Possible texts	Lulu’s First Day Ruby’s Worry My World, Your World Supertato Real Superheroes 	Funny Bones Room on the Broom Owl Babies Oscar and the Moth	The King’s Pants Lost and Found (Polar Regions) The Great Race story Handa’s surprise 	Rosie’s Walk Little Red Hen Duck in a Truck What the Ladybird Heard	The Tiny Seed Sam’s Sunflower Oliver’s Vegetables The Enormous Turnip (TfW) 	The Naughty Bus Emma Jane’s Aeroplane Oi Get off my train Mr Gumpy’s outing/motor car Captain Duck Who Sunk the Boat?	
Hooks and wow moments	Slide into school First day at school photos What do I want to be when I grow up? Video for parents. Exploring our local area- walk to the park. Nurse visit Talent show Harvest Time	Bed time stories Night walk with bat detectors Owl visit / video call End of day storytellers Shadow puppets Seasons and change – Autumn trail Road Safety Remembrance Day- Letters to soldiers. Guy Fawkes / Bonfire Night Christmas Time / Nativity / Christmas Ball Diwali	-Sewing -Writing letters to the King -Trip to the post box -Royal afternoon tea -Science experiments linked with Lost and Found: Exploring ice, blubber gloves (lard experiment). -The Everywhere Bear -Sharing photos of own holidays (make a photo map) -Pen pals with a school abroad -Fundraising challenge -Dragon dance and Chinese New Year celebrations	-Visit to a farm -Farm animals visiting us in school. -Living eggs hatching programme -Baking bread and inviting the parents in for a bread workshop (Little Red Hen) -Visit from a police officer (What the Ladybird Heard) -Cooking	-Planting seeds -Working on our allotment and inviting parents into help us -Decorating plant pots for our local care home -Cooking -Where does our food come from? -Visit to a supermarket? -Visit from a farmer -Personal growth (bring in baby photos, how have I changed?) -Talent show	-Visit to Bitton Railway -Letters to inventors -Become curators of a transport museum -Design a future mode of transport challenge (send to Airbus to get feedback). -Bike parade. -St Barnabas Aeroplane adventure -Paper airplane competition- aim for a hoop from the ceiling. -YN graduation ceremony	

Curriculum Area	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<div>YN</div> <div>Communication and Language</div> <div>These statements have been split to show areas of particular focus each term. These statements will be ongoing throughout the year.</div>	<div><div><div>➤ Enjoy listening to longer stories and can remember much of what happens.</div><div>➤ Pay attention to more than one thing at a time.</div><div>➤ Sing a large repertoire of songs.</div><div>➤ Start a conversation with an adult or a friend and continue it for many turns.</div></div><div><div>-Introduce Helicopter Stories: Use modelled stories to share during the input. Prioritise the acting out and ‘wondering’. Teacher and TA to create stories for children to add to and act out.</div><div>-Modelling in provision</div><div>-Song and rhyme</div></div></div>	<div><div><div>➤ Use a wider range of vocabulary linking to our topics.</div><div>➤ Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</div><div>➤ Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</div><div>➤ Use longer sentences of four to six words.</div></div><div><div>-Helicopter stories- Children create stories independently with vocabulary scaffolds and act out alongside peers.</div><div>-MTYT</div><div>-Use floor books to revisit and review learning regularly</div><div>-Introduce to a range of texts including poetry, non-fiction books and high quality stories</div></div></div>	<div><div><div>➤ Use talk to organise themselves and their play: ‘Let’s go on a bus... you sit there... I’ll be the driver.’</div><div>➤ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</div></div><div><div>-Helicopter stories- Children create stories independently with vocabulary scaffolds and act out alongside peers.</div><div>-Sentence stems</div><div>-Modelling and celebrating ambitious vocabulary</div></div></div>			
<div>YR</div> <div>Communication and Language</div>	<div><div><div>➤ Understand how to listen carefully and why listening is important.</div><div>➤ Engage in story times.</div><div>➤ Develop social phrases.</div></div><div><div>-Speech screenings for all and targeted intervention.</div><div>-Explicitly teach turn taking and whole body listening in the provision and during teacher inputs.</div><div>-Introduce Helicopter Stories: Use modelled stories to share during the input. Prioritise the acting out and ‘wondering’. Teacher and TA to create stories for children to add to and act out.</div><div>-Use MTYT to introduce new vocabulary and have a buzz word of the week.</div><div>-3o’clock news to reflect on daily learning.</div><div>-Snack and chat or morning scenario– Would you rather / odd one out (T2).</div><div>-Introduce our basket of rhymes (2 per term).</div></div></div>	<div><div><div>➤ Listen to and discuss non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</div><div>➤ Use new vocabulary in different contexts.</div><div>➤ Articulate their ideas and thoughts in well-formed sentences.</div><div>➤ Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</div></div><div><div>-Helicopter stories- Children create stories independently with vocabulary scaffolds and act out alongside peers.</div><div>-Develop sentence stems, including: I think, Because, Like X was saying.</div><div>-Goal setting in the provision.</div><div>- Continue to model language in the provision.</div><div>-Use floor books to revisit and review learning regularly.</div><div>-Maintain methods from Autumn Term.</div></div></div>	<div><div><div>➤ Describe events in detail.</div><div>➤ Connect one idea or action to another using a range of connectives.</div><div>➤ Use talk to solve problems and to organise thinking. Make predictions, justify, reason and evaluate.</div><div>➤ Use new vocabulary in different contexts.</div></div><div><div>-Maintain previous methods from Spring Term.</div><div>-During snack time, encourage children to explain why they agree or disagree with peers.</div><div>-During 3o’clock news explain why learning was successful and what would be done differently next time.</div><div>-Stand and deliver to bigger audiences (e.g. parents or other classes).</div><div>-Helicopter stories- Children create stories independently with vocabulary scaffolds and act out alongside peers.</div><div>-Sentence stems to encourage deeper levels of justification, reasoning and evaluation.</div></div></div>			

<div>YN</div> <div>Personal, Social and Emotional Development</div> <div>These statements have been split to show areas of particular focus each term. These statements will be ongoing throughout the year.</div>	<div><div>➤</div>Develop their sense of responsibility and membership of a community.</div> <div><div>➤</div>Become more outgoing with unfamiliar people, in the safe context of their setting.</div> <div><div>➤</div>Show more confidence in new social situations.</div> <div><div>➤</div>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</div> <div><div>➤</div>Increasingly follow rules, understanding why they are important.</div> <div><div>➤</div>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</div>	<div><div>➤</div>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</div> <div><div>➤</div>Play with one or more other children, extending and elaborating play ideas.</div> <div><div>➤</div>Remember rules without needing an adult to remind them.</div> <div><div>➤</div>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</div>	<div><div>➤</div>Make healthy choices about food, drink, activity and tooth brushing.</div> <div><div>➤</div>Understand gradually how others might be feeling.</div> <div><div>➤</div>Develop appropriate ways of being assertive.</div> <div><div>➤</div>Talk with others to solve conflicts.</div>			
<div>YR</div> <div>Personal, Social and Emotional Development</div>	<div><div>➤</div>See themselves as a valuable individual.</div> <div><div>➤</div>Increasingly follow rules, understanding why they are important.</div> <div><div>➤</div>Build constructive and respectful relationships.</div>	<div><div>➤</div>Express their feelings and consider the feelings of others.</div> <div><div>➤</div>Show resilience and perseverance in the face of challenge.</div>	<div><div>➤</div>Identify and moderate their own feelings socially and emotionally.</div> <div><div>➤</div>Think about the perspectives of others.</div> <div><div>➤</div>Manage their own needs.</div> <div><div>➤</div>Know and talk about the different factors that support their overall health and wellbeing.</div>			
	<div>These statements have been split to show areas of particular focus each term and we will make links with our school values where possible. However, these statements will be ongoing throughout the year.</div> <div><div>➤</div>Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts.</div> <div><div>➤</div>Children are supported to manage emotions, develop a positive sense of self and to set themselves simple goals.</div> <div><div>➤</div>Children will learn how to look after their bodies, including healthy eating, and manage personal needs.</div> <div><div>➤</div>Children are supported to have confidence in their own abilities, to persist and wait for what they want.</div>					
<div>Jigsaw PSHE Theme</div> <div>(YN and YR)</div>	<div>Being Me in My World</div> <div>-Who, me? (Belonging, community and being unique)</div> <div>-How am I feeling today?</div> <div>-Being at nursery/school</div> <div>-Gentle hands</div> <div>-Our rights</div> <div>-Our responsibilities</div>	<div>Celebrating Differences</div> <div>-What I am good at</div> <div>-Being special, being me</div> <div>-Families</div> <div>-Houses and homes</div> <div>-Making friends</div> <div>-Standing up for yourself</div>	<div>Dreams and Goals</div> <div>-Facing challenge</div> <div>-Never giving up</div> <div>-Setting a goal</div> <div>-Obstacles and support</div> <div>-Flight to the future</div> <div>-Celebrating me</div>	<div>Healthy Me</div> <div>-Everybody’s body</div> <div>-We like to move it move it</div> <div>-Food glorious food</div> <div>-Sweet dreams</div> <div>-Keeping clean</div> <div>-Stranger Danger</div>	<div>Relationships</div> <div>-Me and my family</div> <div>-Make friends, make friends, never ever break friends</div> <div>-Falling out</div> <div>-Being the best friend we can</div>	<div>Changing Me</div> <div>-My body</div> <div>-Respecting my body</div> <div>-Growing up</div> <div>-Growth and change</div> <div>-Fun and fears</div>



<p><b>YN Physical Development</b></p> <p><i>These statements have been split to show areas of particular focus each term. These statements will be ongoing throughout the year.</i></p>	<ul style="list-style-type: none"> <li>➤ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>➤ Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>➤ Go up steps and stairs using alternate feet.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Choose the right resources to carry out their own plan.</li> <li>➤ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>➤ Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>➤ Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>➤ Show a preference for a dominant hand.</li> <li>➤ Use a comfortable grip with good control when holding pens and pencils.</li> <li>➤ Climb up apparatus using alternate feet.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Form some recognisable letters.</li> <li>➤ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>
<p><b>YR Physical Development (Large motor)</b></p>	<ul style="list-style-type: none"> <li>➤ Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> <li>- personal hygiene</li> </ul> </li> <li>➤ Begin exploring new ways of moving: Walking rolling, crawling, tip-toeing, and striding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- Jumping, running, hopping, skipping, climbing.</li> </ul> </li> <li>➤ Develop and refine a range of ball skills including: throwing, catching, kicking, passing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Combine different movements with ease and fluency</li> <li>➤ Progress towards a more fluent style of moving, with developing control and grace.</li> <li>➤ Explore and engage in music making and dance, performing solo or in groups.</li> <li>➤ Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>➤ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian (Jigsaw)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>➤ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>➤ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>
<p><b>YR PE (IPEP)</b></p>	<p>Spatial awareness</p> <p>-Develop a range of movements through activities relating to emotional literacy.</p>	<p>Ball skills</p> <p>During this set of six lessons, children will learn lots of different things to do with a ball. They will practise and develop skills which include controlling a ball, rolling and throwing a ball, bouncing a ball, kicking a ball, catching a ball and striking a ball. They will develop individual skills, as well as learning how to play a few simple games and become part of a team.</p>	<p>Dance</p> <p>-Copy and explore basic movements and body patterns to different styles of music.</p>	<p>Gymnastics</p> <p>-Develop understanding of basic movement balancing and control. Explore different ways the body can move.</p>	<p>Athletics</p> <p>-Develop understanding of how the body can move. Develop fundamental movement skills.</p>	<p>Outdoor activities, team Games and Fundamental Movement Introduction to activities outdoors. Allow opportunities to explore the environment. -Working in a group to participate in team games. Develop fundamental movement skills.</p>

<b>YR Physical Development (Small motor)</b>	<ul style="list-style-type: none"> <li>-Developing and working towards a comfortable pencil grip.</li> <li>-Can draw some lines and circles, including both clockwise and anticlockwise movements. Beginning to draw closed shapes with continuous lines and use these to represent objects.</li> <li>-Beginning to form some recognisable letters.</li> <li>-Can make snips in paper with scissors.</li> <li>-Can use large paintbrushes to make purposeful marks.</li> <li>-Begins to show understanding of how to use a hammer safely (golf tees into a pumpkin).</li> <li>-Can use fingers to fasten/unfasten buttons on clothes and can pull a zip up after an adult has started it.</li> <li>-Can use a spoon and fork effectively.</li> <li>-Can balance blocks to build a small tower.</li> </ul>		<ul style="list-style-type: none"> <li>-Can cut and follow a straight line using scissors.</li> <li>-Can use a hammer or mallet to hit larger targets, such as tent pegs or boundary flags.</li> <li>-Beginning to use a comfortable pencil grip with good control.</li> <li>-Consistently uses a dynamic tripod grip when drawing and writing.</li> <li>-Can draw a range of simple shapes and patterns.</li> <li>-Can start and fasten a zip independently.</li> <li>-Can use a knife and fork together to cut up and eat food.</li> <li>-Can shape and mould malleable materials using hands, fingers and tools.</li> <li>-Can hold and pour water from jugs and cups with accuracy.</li> <li>-Can competently use spray and pump bottles.</li> <li>-Can open and close containers, such as tubs and successfully twists objects, such as lids on a bottle or container.</li> <li>-Can accurately position puzzle pieces.</li> </ul>		<ul style="list-style-type: none"> <li>-Developed the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>-Most letters are formed correctly.</li> <li>-Can draw with increased control, accuracy, care and complexity.</li> <li>-Can competently use small paintbrushes to add details to paintings.</li> <li>-Can thread objects, such as beads onto string.</li> <li>-Can cut a curved line and circular shapes using scissors.</li> <li>-Can use a hammer to hit small targets, such as nails into wood.</li> <li>-Can sew using a simple stitch.</li> </ul>	
<b>YN</b> <i>Throughout the year</i> introduce the children to a range of high quality texts including stories, rhymes, poems and non-fiction texts and provide opportunities for mark making.	<ul style="list-style-type: none"> <li>➤ Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom. Engage in extended conversations about stories.</li> <li>➤ Give meaning to marks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom.</li> <li>➤ Engage in extended conversations about stories, learning new vocabulary.</li> <li>➤ Give meaning to marks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</li> <li>➤ Engage in extended conversations about stories, learning new vocabulary.</li> <li>➤ Ascribe meaning to marks and write their own print using a range of letter like shapes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</li> <li>➤ Engage in extended conversations about stories, learning new vocabulary.</li> <li>➤ Ascribe meaning to marks and begin to write their own print using a range of letter like shapes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write some or all of their name.</li> <li>➤ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> <li>➤ Form some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write some or all of their name.</li> <li>➤ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> <li>➤ Form some letters accurately.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Ascribe meaning to marks and add increasing detail to drawings.</li> <li>➤ Practice writing their name.</li> <li>➤ Write initial sounds in words.</li> <li>➤ Handle books appropriately and with care.</li> <li>➤ Use pictures to tell a story.</li> <li>➤ Re-tell and sequence stories, including along a story mountain in T2.</li> <li>➤ Describe characters and settings.</li> <li>➤ Begin using Fred fingers to begin segmenting CVC words in their writing.</li> <li>➤ Read a few common exception words matched to our RWI programme.</li> <li>➤ Write for a purpose and explore different types of text.</li> <li>➤ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>➤ Children will be able to recite at least 6 nursery rhymes by heart and 2 topic based song/rhymes.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Read some letter groups that each represent one sound and say sounds for them.</li> <li>➤ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>➤ Re-read reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>➤ Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>➤ Begin to write phrases and simple sentences.</li> <li>➤ Learn to use finger spaces.</li> <li>➤ Form lower-case and capital letters correctly.</li> <li>➤ Explore different types of text and write for a purpose: narratives, non-fiction and poetry.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>➤ Anticipate (where appropriate) key events in stories.</li> <li>➤ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>➤ Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>➤ Read words consistent with their phonic knowledge by sound-blending.</li> <li>➤ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>➤ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>➤ Write recognisable letters, most of which are correctly formed.</li> <li>➤ Re-read what they have written to check that it makes sense and be readable to others.</li> </ul>	
<b>YR Phonics –RWI</b>	-Baseline -Learn silent signals -Learn to name the pictures on sound-picture frieze cards (e.g. Jack in the box, a tower).	-Assess children and group based on outcomes, stream with KS1 if needed. -Fast track tutoring for lowest 20%.	-Assess children and group based on outcomes, stream with KS1. -Fast track tutoring for lowest 20%.	-Assess children and group based on outcomes, stream with KS1. -Fast track tutoring for lowest 20%.	-Assess children and group based on outcomes, stream with KS1. -Fast track tutoring for lowest 20%.	-Assess children and group based on outcomes, stream with KS1. -Fast track tutoring for lowest 20%.



	-Play Fred Talk Games -Learn Set 1 speed sounds including letter formation and word time reading.					Children should be in Green Group or ahead by this stage in the year.
<b>YN Mathematics</b>	<ul style="list-style-type: none"> <li>➤ Say one number for each item in order: 1, 2, 3.</li> <li>➤ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>➤ Recite numbers past 5.</li> <li>➤ Describe a familiar route.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>➤ Say one number for each item in order: 1, 2, 3, 4, 5</li> <li>➤ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>➤ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>➤ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>➤ Compare quantities using language: 'more than', 'fewer than'.</li> <li>➤ Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>➤ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>➤ Solve real world mathematical problems with numbers up to 5.</li> <li>➤ Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>➤ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>➤ Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>➤ Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Solve real world mathematical problems with numbers up to 5.</li> <li>➤ Experiment with their own symbols and marks as well as numerals.</li> <li>➤ Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>➤ Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>
<b>YR Mathematics</b>  <i>We follow White Rose Maths Planning and supplement with NCETM Numberblocks resources.</i>  <i>We focus on supporting children to develop their mathematical reasoning skills across all areas of mathematics throughout the year.</i>	<b>Early mathematical experiences:</b> Number songs and rhymes Classifying and sorting objects based on one attribute Matching equal and unequal sets Compare size Explore pattern 2D shapes Positional language Compare mass and capacity Time  <b>Numbers 1-3, then to 5:</b> Count and represent the numbers 1, 2 and 3. Sorting into groups Comparing quantities Spotting numbers in the environment Representing numbers to 5 One more/one less within 5 Subitising within 5. Introducing zero Comparing numbers to 5		<b>Growing 6,7,8:</b> Comparing, composing and representing numbers 6,7,8 Making pairs Combining 2 groups together Counting on and counting back Length and Height Time  <b>Building 9 &amp; 10:</b> Comparing, composing and representing numbers 9 & 10 Number bonds to 10 Adding and taking away 3D shapes Patterns		<b>To 20 and Beyond:</b> Building numbers beyond 10 Counting patterns beyond 10 (ABAB, 1212, counting in twos, odd and even, tens and ones). Matching, rotating & manipulating (spatial reasoning)  <b>Addition and Subtraction:</b> Adding more Taking away Counting to 20  <b>Patterns:</b> Doubling, halving and sharing Odd and even numbers Measure (length, height, weight, capacity and distance)	

	Composition of 4 and 5 Number bonds to 5 Comparing mass and capacity					
<b>YN</b> <b>Understanding the World</b>	<ul style="list-style-type: none"> <li>➤ Use all their senses in hands-on exploration of natural materials.</li> <li>➤ Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore collections of materials with similar and/or different properties.</li> <li>➤ Talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue developing positive attitudes about the differences between people.</li> <li>➤ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Show interest in different occupations.</li> <li>➤ Understand the key features of an animal.</li> <li>➤ Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plant seeds and care for growing plants.</li> <li>➤ Understand the key features of the life cycle of a plant.</li> <li>➤ Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore how things work.</li> <li>➤ Talk about the differences between materials and changes they notice.</li> </ul>
<b>YR</b> <b>Understanding the World</b>	<ul style="list-style-type: none"> <li>➤ Talk about members of their immediate family and community.</li> <li>➤ Name and describe people who are familiar to them.</li> <li>➤ Understand that some places are special to members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise some environments that are different to the one in which they live.</li> <li>➤ Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw information from a simple map.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore the natural world around them, making observations and drawing pictures of animals.</li> <li>➤ 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.</li> <li>➤ Draw information from a simple map.</li> <li>➤ Compare and contrast characters from stories.</li> <li>➤ Explore what produce comes from farming.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore the natural world around them, making observations and drawing pictures of plants.</li> <li>➤ 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.</li> <li>➤ Understand some important processes and changes in the natural world around them.</li> <li>➤ Life cycle of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know some similarities and differences between transport in the past and now, drawing on their experiences and what has been read in class.</li> <li>➤ Understand effects of our changing world.</li> <li>➤ Explore the world around them, making observations and sharing knowledge.</li> </ul>
<b>Lines of Enquiry in YN and YR (Scientific, historic and geographical knowledge)</b>	-Sharing photos of family members and talking about them -Order family photos in chronological order -Find my way around school -Exploring Warmley -Look at maps to discover key features of the local area -Who helps us in our community -Where is my home? What is my home like? Explore similarities and differences with peers -How do I get to school? -Observe the effect of changing seasons on the natural world around them	-Why do we have light and dark? Why do we have day and night? -Explore different sources of light. -Nocturnal animals. -Use bat detectors on a night time walk. -Changes in seasons. -Road safety. -What is Christmas? Why is it celebrated? -Celebrations and festivals (Diwali, Holi and Christmas). -Remembrance Day -Guy Fawkes	-Comparison of London and Bristol, then other parts of the UK -Learn about the royal family- Learn about a key figure from the past. -Find different cities on a map -Share own experiences -Polar Regions -Blubber experiment -Africa -Pen Pals -Animals around the world -Clothing around the world -Foods around the world -Water saving project	-School trip to a farm -Meet animals in school – learn facts about them. -Explore what produce comes from farming. -Life cycle of a chick. -Understand that a map shares the location and position of features in an area, that features have relative location to one another, and that maps can be used to direct you from one place to the next with a compass. -Understand that maps use symbols, which generally needs a key to identify what they resemble correctly. - Understand that a vertical aerial photograph shows the features and layout of an area from a 'bird's eye' view 'directly' above.	-Planting seeds -Developing school allotment -Decorate plant pots for our local care home -Sorting and classifying fruit and vegetables -Writing recipes -Cooking -Where does our food come from? -Visit to a supermarket? -Visit from a farmer -Personal growth (bring in baby photos- how have I changed over time?) -Talent show	- Personal experiences of transport -Discuss the impact of pollution -Learn about transport from the past- how has transport changed over time? -Design a future mode of transport (send to Airbus to get feedback). -Bike parade
<b>RE and Worldviews</b>	Which places are special and why?	Why do Christians perform Nativity plays?	Which stories are special and why?	Why do Christians put a cross in the Easter garden?	Why is the word God so important to Christians?	Being special- where do we belong?
<b>Spirituality</b>	Reflect upon the relationship with self and others.	Reflect upon the relationship with others and beyond.	Reflect upon the relationship with the world.	Reflect upon the relationship with self and the world.	Reflect upon the relationship with others and the world.	Reflect upon the relationship with self and beyond.

<b>Courageous Advocacy</b>		Light and dark- How can we save electricity? (Year B)	-Water saving project (Year A)		Minibeasts/ Planting and growing- Design the allotment, why are plants important and how do they help us and our world? (Year A+B)	Water and land pollution – cycle to school and have a bike parade (Year A)  -Make posters to stop littering -School clean up and letters to YN (Year B)
<b>YN Expressive Art and Design</b>	<ul style="list-style-type: none"> <li>➤ Listen with increased attention to sounds.</li> <li>➤ Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul> <p><b>Colour:</b> -Recognise and name primary colours. -Explore what happens when colours mix. -Select colours for a purpose (e.g. blue for the sea). -Use dispensers to independently access paint. -Explore using different sized brushes and rollers with poster paint, powder paint, water paint, messy mark making tray, etc.</p>	<ul style="list-style-type: none"> <li>➤ Remember and sing entire songs.</li> <li>➤ Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul> <p><b>Drawing and Line:</b> -Enjoy exploring a range of messy mark making trays. - Children develop their mark making and begin to add meaning to their marks. -To understand line can be used to enclose a space. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Use a range of chalks/pencil crayons/pencils thick and thin.</p>	<ul style="list-style-type: none"> <li>➤ Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>➤ Use drawing to represent ideas like movement or loud noises.</li> </ul> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p><b>Printing:</b> -Print using body parts (hands, feet and fingers) to create a continuous flow of printing. -Print using everyday objects, vegetables and sponges to transfer from one place to the next.</p>	<ul style="list-style-type: none"> <li>➤ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>➤ Use drawing to represent ideas like movement or loud noises.</li> </ul> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p><b>Collage:</b> -Make snips with scissors. -Explore a range of materials and textures, including natural materials. -Collect materials (e.g. collect leaves in forest school). -Join two materials with glue. -Arrange then glue down the materials, or gradually build up an image by adding each new element individually. -Discuss, sort and play with a variety of objects. E.g. sort based on colour or arrange loose parts to create an image. -Develop their own ideas and then decide which materials to use to express them.</p>	<ul style="list-style-type: none"> <li>➤ Play instruments with increasing control to express their feelings and ideas.</li> <li>➤ Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> </ul> <p><b>Texture and 3D form:</b> -Use knives and cutters in playdough area. -Explore kneading, pulling, pressing, squeezing, flattening, squashing, rolling and pinching. -Engage in block play using solid and hollow blocks. Explore shape and spatial reasoning. -Construct with large scale resources outside. -Create models and structures using recycled materials. -Know the difference between 2D and 3D (flat or solid). -Use smaller finger movements. -Explore different sized objects of differing shape, size, texture, pasta of different shapes, etc.</p>	<ul style="list-style-type: none"> <li>➤ Create their own songs or improvise a song around one they know.</li> <li>➤ Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> </ul> <p><b>Design Technology:</b> - Explain what they are making and which materials they are using. -Select materials meeting a specific simple design criteria (e.g. a material that is waterproof or a material that is shiny). -Safely use and explore scissors, crocodile clips and tools. - Select and name the tools needed. -Describe simple models or drawings of ideas and intentions. -Discuss their work as it progresses and when it is complete.</p>
<b>YR Expressive Art and Design</b>	<ul style="list-style-type: none"> <li>➤ Develop storylines in their pretend play- acting out familiar stories.</li> <li>➤ Listen attentively, move to and talk about music, expressing their feelings and responses: Jazz</li> </ul> <p><b>Colour:</b>  - Recognise and name a range of primary and secondary colours.  -Explore and mix colours and talk about what has changed.</p>	<ul style="list-style-type: none"> <li>➤ Develop storylines in their pretend play-acting out familiar stories.</li> <li>➤ Listen attentively, move to and talk about music, expressing their feelings and responses: Rock</li> </ul> <p><b>Drawing and line:</b> -Begin to use and control a variety of drawing tools on different surfaces: fingers,</p>	<ul style="list-style-type: none"> <li>➤ Develop storylines in their pretend play-innovating stories.</li> <li>➤ Listen attentively, move to and talk about music, expressing their feelings and responses: Country</li> </ul> <p><b>Printing:</b> -Explore printing simple pictures with a range of soft and hard materials – cork, pen, sponge and fruit. -Use print to form a scene and a repeating pattern.</p>	<ul style="list-style-type: none"> <li>➤ Develop storylines in their pretend play-innovating stories.</li> <li>➤ Listen attentively, move to and talk about music, expressing their feelings and responses: Classical</li> </ul> <p><b>Texture, Collage and 3D Form:</b> -Build and construct whilst considering the height, width and balance. -Use Mobilo, Knex, wooden blocks and Lego.</p>	<ul style="list-style-type: none"> <li>➤ Develop storylines in their pretend play-inventing their own stories.</li> <li>➤ Listen attentively, move to and talk about music, expressing their feelings and responses: Pop</li> </ul> <p><b>Textiles:</b> -Explore a variety of threads, fibres and fabrics. -Explore materials that are natural and synthetic.</p>	<ul style="list-style-type: none"> <li>➤ Develop storylines in their pretend play-inventing their own stories.</li> <li>➤ Listen attentively, move to and talk about music, expressing their feelings and responses: Rap</li> </ul> <p><b>Design Technology:</b> - Explain what they are making and which materials they are using. -Select materials meeting a specific simple design criteria (e.g. a material that is waterproof or a material that is shiny).</p>



	<p>- Investigate colour mixing using poster, powder and watercolour paints.</p> <p>-Explore working with paint on different surfaces and in different ways.</p> <p>-Enjoy using a variety of different tools including different size brushes, sponges and fingers.</p> <p>-Use colour for a purpose.</p> <p>-Show care of brushes (e.g. washing them).</p> <ul style="list-style-type: none"> <li>➤ Naming colours.</li> <li>➤ Use primary colours to explore mixing (paint, coloured water and pipettes, rainbow toast).</li> <li>➤ Self-portraits- Using colours for a purpose.</li> <li>➤ Reflect emotions through the use of colour.</li> </ul>	<p>hands, thick and thin chalk, pens and pencils.</p> <p>-Develop the correct hand-grip to form marks.</p> <p>-Using fingers to trace in sand etc and progress to brushes and sticks to follow pattern.</p> <p>-Produce lines of different thickness and tone using pencil. Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>-Investigate different lines: Straight, curved, wavy, dashed. Begin to use line and shape to represent recognisable objects</p> <ul style="list-style-type: none"> <li>➤ Roll the dice and copy the lines (sensory tray and drawing with a pencil).</li> <li>➤ CBeebies- Get Squiggling</li> <li>➤ Messy mark making trays.</li> <li>➤ Drawing shapes to create pictures.</li> <li>➤ Large motor and fine motor drawings (garage door chalking, using sweeping brushes to create lines in sand, pencil to paper, etc).</li> </ul>	<p>-Ensure each print is precise and clear.</p> <ul style="list-style-type: none"> <li>➤ Drawing over different textures and exploring the marks that are created (bark, grass, etc).</li> <li>➤ Print with shells and other resources in clay or playdough.</li> <li>➤ Explore printing with a variety of natural and manmade resources.</li> </ul>	<p>-Enjoy using a variety of malleable media – clay, playdough, salt dough.</p> <p>-Use kneading, pulling, pressing, squeezing, flattening, squashing, rolling and pinching.</p> <p>-Impress and apply simple decorations to clay and playdough and add differing texture such as beads, rice and pasta.</p> <p>-Use small scale intricate fine motor activities.</p> <p>-Cut shapes using simple tools/ scissors.</p> <p>-Attach and join materials using glue, paste or tape.</p> <p>-Build a construction/sculpture using a variety of objects.</p> <ul style="list-style-type: none"> <li>➤ Cut up a variety of traditional tale photos and re-arrange and stick back down.</li> <li>➤ Talk about 'families' of materials and arrange these, for example by texture, shape or type - plastic, wood, metal, etc</li> <li>➤ Experiment with 'sprinkled collage'. Hold various small, natural and made materials above stick back plastic surface and sprinkle through the air to build up an image.</li> <li>➤ Make a large scale picture outside using large loose parts and/or natural materials.</li> <li>➤ Create own small world scenes- building for a purpose.</li> <li>➤ Explore clay in different forms and comment on the differences. Change the texture by applying differing textures and rolling on various surfaces.</li> <li>➤ Tie and thread materials such as shells and leaves onto wool or string.</li> </ul>	<p>-Explore threading, weaving and simple sewing with jumbo needles.</p> <p>-Consider the origin of materials, e.g. wool- from animals, cotton – from a plant.</p> <p>-Look at textiles from around the world and consider colour, patterns and materials.</p> <ul style="list-style-type: none"> <li>➤ Use material to develop their play (e.g. making a spider costume using a scarf).</li> <li>➤ Deconstruct materials to consider how they were made.</li> <li>➤ Compare similarities and differences between materials from around the world.</li> <li>➤ Look at natural dying of fabrics using berries, flowers and forest finds in forest school.</li> </ul>	<p>-Safely use and explore scissors, crocodile clips and tools.</p> <p>- Select and name the tools needed.</p> <p>-Describe simple models or drawings of ideas and intentions.</p> <p>-Discuss their work as it progresses and when it is complete.</p> <ul style="list-style-type: none"> <li>➤ To design, make and evaluate their work.</li> <li>➤ Explore using real tools.</li> </ul>
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# Communication and Language- General Talk Stems

CONVERSATIONAL	PRESENTATIONAL	EXPLORATORY
Can I please have help with...	I would like to tell you...	My goal today is... I will try to...
How are you? I am feeling...	I think... because... I don't think... because... Like X was saying.	I wonder if...
	I am interested in... I like... My favourite is...	What else do I need to ...
	Or it could be... Or it might be...	I have been successful because... It worked because...

# Vocabulary Mat - Mathematics

## Maths Talk Stems:

I think that...

I can prove that \_\_\_\_\_ because

I know this because

This is not right because

Number and place value	Addition and Subtraction	Multiplication and Division	Measure	Geometry (position and direction)	Geometry (properties of Shape)
Same Equal Different	More Less How many altogether?	Odd, even  Equal Same	Size, height, length tall(er/est), short(er/est), thin, narrow, wide, shallow, deep, long(er/est).	In under    above on        behind on top of	2D shape Circle, triangle, rectangle, square
Set Sort Amount Compare Order Higher   Lower Highest/Lowest	Same Different Equal  More than Less than Number bond	Pair Double Two lots of  Share Group Remaining Half Divide	Weight Heavy (ier, est) Light (er, est)  Capacity Full , empty, half full/empty, nearly full/empty	below next to in front Into Next to Over Around Through Turn match	3D shape Cube. Cuboid, sphere Cylinder, cone, pyramid  Repeat Same Different Pattern Arrangement Stack Roll
More/greater Less/fewer Same/equal	First, then, now Add Total Count on Take away How many left Count back		More, Less Equal Compare Order Balance		Bigger, Smaller Straight, Curved Sides , Corners
Zero Numbers to 20	Part-whole One more/less Even    Odd Remaining		Time Night, day, morning afternoon, evening, today, tomorrow, before,   after, now next, first, last, later, soon, after, then, yesterday, today, tomorrow Past, present, future Days of the Week		Face, Edge, Vertice
Tens Ones					
Count Forward Back					



# Vocabulary Mat – Understanding the World

## UW Talk Stems...

I want to find out if...  
I wonder if...

I can see/ hear/ feel/  
taste/ smell...

I noticed that...

Compared to... it is...

I know this because...

I think the evidence  
is...

### Working as a scientist:

- Question
- Answer
- Experiment
- Investigate
  - Test
- Predict
- Observe
- Identify
  - Sort
  - Group
- Compare
- The same
- Different
- Record

### Working as a geographer:

- Information
  - Position
    - Route
  - Location
  - Explore
  - Journey
  - Navigate
    - Map
    - World
  - Countries
- Environment
  - Natural
  - Manmade
    - Living
    - Change

### Working as a historian:

- New
- Old/older/oldest
- Young/younger/  
youngest
- Before, after
- Past, present
- Years ago
- Time
- Order
- First, next, then,  
finally
- Evidence
- Same, similar,  
different
- Change
- Discover
- Invent
- Artefact

### RE:

- Special
- Wonder
- Family
- Community
- Think/feel
- Believe/belief
- Respect
- Different
- The same
- Celebrate
- Religion
- Culture
- Christian
- God
- Prayer
- Church

# Vocabulary Mat – Understanding the World (Topic focused)

## Term 1: (Marvellous Me)

Warmley, North  
Common, Bristol,  
England, school, home,  
house, flat, bungalow,  
cottage, community,  
road, park, post box,  
shop, near, far, map.

Autumn, seasons,  
change, leaves, trees,  
weather.

Family, mother/mum,  
father/dad, brother,  
sister, grandparents,  
cousin, aunt, uncle,  
younger, older, same,  
different.

Doctor, nurse, hospital,  
dentist, shopkeeper,  
firefighter, police,  
teacher, refugee collector.

## Term 2: (Stories in Outer Space)

Light, dark, moon, sun,  
stars, planets, fire,  
source, shadow, near,  
far, Earth, rocket,  
astronaut, gravity, orbit,  
atmosphere, Neil  
Armstrong, Valentina  
Tereshkova.

Celebration, festival,  
important, religion,  
respect, belief,  
fireworks, Diwali, Holi,  
Guy Fawkes, remember,  
soldier, war, poppy.

## Term 3: (Dinosaurs)

Dinosaur (tyrannosaurus  
rex, diplodocus,  
stegosaurus, triceratops,  
velociraptor,  
pterodactyl, etc),  
carnivore, omnivore,  
herbivore, fossil, dig,  
palaeontologist,  
museum, past, habitat,  
same, different.

## Term 4: (Traditional tales)

Materials, natural,  
manmade, wood, brick,  
straw, strong, weak,  
sturdy.

Map, birds-eye view,  
aerial, key, near, far,  
location, directions,  
features, symbols, key.

Grandparents, past,  
present, change, same,  
different, question.

## Term 5: (Minibeasts)

Insects, minibeast, sort,  
legs, wings, body,  
worm, ladybird, ant,  
spiders, caterpillar,  
centipede, snail, slug,  
shell, butterflies,  
change, life cycle,  
chrysalis, habitat, pond.

Spring, rain, puddle,  
evaporate, sunshine,  
rainbow, new life.

## Term 6: (At the Seaside)

Seaside, ocean, beach,  
sand, stone, pollution,  
oil, spillage, litter, rock  
pool, net, England,  
abroad, crab, oyster, fish,  
jellyfish, stingray, starfish,  
shark, dolphin, whale,  
change, overtime, fin,  
gills, shells, seaweed,  
float, sink, deep, shallow,  
pirate, past, present,  
lighthouse, circuit,  
electricity.

# Vocabulary Mat – Expressive Arts and Design

## EAD Talk Stems...

I want to make...

Imagine if...

I am going to... because...

I noticed that...

I could make it better by...

It works because...

It shows how I feel  
because...

### Generating Ideas, Making and Evaluating:

- Art
- Artist
- Printer
- Painter
- Sculptor
- Looks like
- Feels like
- I like
- I don't like
- Because
- Better if
- Same
- Different

### Drawing:

- Draw
- Pencils
- Wax crayons
- Chalk
- Felt tip
- Charcoal
- Paper, card
- Straight
- Circle
- Shape names
- Lines, dots,  
zigzags, waves

### Painting:

- Paint
- Colour
- Red, yellow, blue
- Green, orange,  
purple
- White & black
- Pink, brown, grey,  
silver, gold
- Light and dark
- Mix
- Brushes
- Thick, Thin
- Wash
- Stroke

### 3D form & sculpture:

- Sculpt
- Model
- Recycled materials
- Glue, Sellotape,  
Scissors
- Cut, snip, stick
- Join, link, attach
- Pull, push
- Squeeze, roll,  
flatten, curl, bend
- Materials
- Paper, card,  
cardboard, fabric
- Clay

### Printing:

- Print
- Ink
- Clay, playdough
- Repeat
- Sponge
- Vegetable

### Collage:

- Collage
- Glue, Stick
- Sellotape
- Scissors
- Cut, snip
- Join, link
- Shred, tear
- Scrunch,
- Bend, fold

### Textiles:

- Fabric
- Thread
- Weave
- Needle
- Sew
- Beads