



## **Be kind, be proud, strive for success**

At Stoke Park we strive to provide, through the quality teaching and delivery of the EYFS curriculum and by embedding the Characteristics of Effective Learning, a learning environment where our children have the very best learning experiences, opportunities and interactions that:

- Inspire them to learn the skills, knowledge and understanding they need to have highly successful, fulfilled childhoods and future adult lives
- Help them to become children who build trusting friendships; are strong in spirit (and are resilient); make wise personal choices; and have strength of character
- Provides the opportunity to be part of a thriving community that enriches childhood, celebrates success and encourages children to believe in their own potential.

We are determined to enable our children to achieve their very best outcomes and therefore our teachers will use their expert knowledge of the children to assess what the children know, monitor and make judgements on their progress, and use this information to plan next steps, taking into account the child's interests and disposition to learning. At Stoke Park Nursery and Primary we are committed to enabling all children to have the very best start to their educational journey in line with our school values: Be kind, Be proud and Strive to succeed.

### **What are we trying to achieve through our curriculum?**

Our curriculum is designed to create curiosity and a love of learning and is broad and balanced, through two elements:

1. Learning based on themes, stories, songs and rhymes; WOW moments and experiences.
2. Teaching and learning based on our themes and children's interests.

Learning within the Early Years is play based, being an essential part of children's learning, and takes place indoors and outside. Children choose their play through high quality resources which have been carefully selected to ensure rich potential learning. There is a balance between child-initiated experiences and adult-led learning.

Our curriculum supports children to build, broaden and deepen their interests. Through support and scaffolding, every child can access the curriculum. We recognise that every child will progress and achieve at different rates, however all children will participate in the curriculum. Where children progress quickly, we will deepen their learning, applying the skill to another context or by supporting other children.

Our goals are:

1. To be a confident communicator
2. To be a fantastic reflective friend
3. To be an amazing athlete
4. To be a brilliant bookworm and wow writer
5. To be a master of maths
6. To be an exceptional explorer
7. To be an amazing creator

(see Appendix 2)

Our curriculum is implemented through;

- purposeful play, where we respond to each child's needs and interests, guiding their learning and development through warm and positive interactions
- themes interwoven into their purposeful play
- daily adult led literacy, maths and phonics inputs as well as PSED and P.E (in reception). The children will have opportunities to complete activities to apply knowledge and skills linked to these inputs and in reception they will complete adult guided activities.

Overview and knowledge	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<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>Main theme</b>	<b>Magical Me!</b>	<b>Journeys</b>	<b>Rhythm and rhyme</b>	<b>Nature detectives</b>	<b>Terrific tales</b>	<b>Amazing animals</b>
<b>Possible ideas/ lines of enquiry</b> These ideas within the themes may change or be replaced depending on child interest or fascination	N - who am I? Where do I live? Who's in my family? Building relationships and self-regulation focus	N - Places we visit, ways to travel incl walking, bus, car, trains, aeroplanes, rockets/space	N - Exploring rhyme and rhythm, oral retelling of classic rhymes	N - what is a minibeast, life cycles, keeping healthy and vegetables	N - oral retelling of stories, inventing own stories, stories from around the world, plants	N - animals - wild and farm. Comparing animals. Transition and change
	R - My family, my school, my environment, people around me. Building relationships and self-regulation focus	R - modes of transport now and in the past - steam trains, local transport, exploring and travelling, maps rockets/space	R - Listening to new and old rhymes, creating own rhymes, oral retelling of new rhymes	R - Lifecycles, Minibeasts,	R - inventing and innovating stories, plants	R - How animals grow and change, How we grow and change, where in the world do animals live? look at contrasting places, maps Animal welfare
<b>Festivals, special occasions</b>	Autumn Black History month	Bonfire night Diwali (light festival) Remembrance day, Hanukkah	Chinese New Year Mental Health week	World book day Mother's Day Easter Ramadan		Father's Day Refugee week Summer

		Winter Christmas		Safer Internet day Spring		Transition events - to new classes/new schools
<b>Enrichment passport opportunities</b>	N - Watching eggs hatch into chicks	N - Make and sell cakes for charity Following a story on stage Go on a bear hunt-sensory walk	N - Sing to an audience Post a letter	N - Watch a caterpillar evolve	N - Go on a sculpture trail	N - Participate in their first sports day Visit a zoo or farm
	R - Create a portrait mural Visitor - doctor/somebody who helps us	R - Perform on stage Visit Westonbirt and go on a Gruffalo hunt	R - Fly a kite Cooking cakes/biscuits	R - Observe frogspawn change into a tadpole	R - Plant a seed and observe it growing	R - Have a picnic Visit a zoo or farm
<b>Core book Suggestions - Story making</b>	Owl babies( N)	We're going on a bear hunt (N) Whatever Next (R)	Nursery rhymes (N) Baa baa black sheep Humpty Dumpty Twinkle twinkle Incy Wincy Spider A great big Cuddle by Michael Rosen (R)	The very hungry caterpillar (N) Superworm (R)	The little red hen N Jack and the beanstalk (R)	Dear Zoo (N) Handa's surprise (R)
<b>Literacy spine CUSP books Nursery</b>	All through the night Queens Hat	The way back home Astro girl	People need people Rain before rainbows	Oliver's vegetables	The three little pigs You Choose fairy tales	Do baby elephants suck their trunks? Tidy
<b>Literacy spine CUSP books Reception</b>	What Makes Me A Me <sup>®</sup> CU Who are you? Shu Lin's Grandpa	The squirrels who squabble Things that Go	Mr Wolf's pancakes Chicken Clicking Oi! Frog	Winnie-the-posh helps the bees! Tad	Gingerbread man Anansi and the golden pot	Luna loves art The story orchestra Clean Up!

<p><b>Link books</b> Non-fiction and fiction</p>	<p>Lullabeyhullabaloo My Mum and Dad make me laugh From head to toe My Mum and My Dad Funny Bones All are welcome Family and Me Ten little fingers and 10 little toes Super Duper You Marvellous me</p>	<p>Bonfire Night Oi get off my train Mr Gumpy's motor car How to catch a star The runaway train We all go travelling by Naughty bus Rama and Sita The Jolly postman I am Emilia Arehart Little People, big dreams books Martha Maps it Out</p>	<p>Each Peach Pear Plum Oi! Cat Nursery rhymes/poems The fish who could wish Peepo Tanka tanka skunk Over in the meadow Pancakes pancakes</p>	<p>What the ladybird heard The Giant Jam Sandwich The Bad Tempered Ladybird The Snail and the Whale Selection of non fiction books</p>	<p>Goldilocks and the 3 bears Jim and the beanstalk Enormous turnip Prince Cinders Too much talk Jasper's Beanstalk The Tiny Seed Anansi the spider</p>	<p>The crafty chameleon A balloon for Grandad Peace at last On my home Rainbow fish The fish that could wish Once there were giants The Snail and the Whale</p>
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**Please see separate CUSP long term plans for additional foundational knowledge notes**

**Communication and language - underpins all seven areas of learning and development.**

<p><b>Nursery knowledge</b></p>	<p>Know that listening to others one to one and in small groups is important and can demonstrate good listening</p> <p>Know that a story has repeated sections and characters that can be spoken about</p> <p>Know that a simple instruction needs responding to - get your coat on as it is raining.</p>	<p>Know and demonstrate the prepositions - under, between, in, on, next to</p> <p>Know that a story can have repeated sections and to join in with them</p> <p>Listen to directions and instructions and follow them</p> <p>Know a simple event is told in the correct order - I fell over. Hurt my knee.</p>	<p>Know how to listen to stories and rhymes with increasing attention</p> <p>Recall the words and actions to at least 2 familiar rhymes</p> <p>Talk about what happens in their favourite rhyme</p> <p>Explain why the spider got washed away</p> <p>Know that they can use 'and' 'because' when explaining e.g. I like</p>	<p>Know to respond when my name is called and give my attention</p> <p>Link words together and use simple sentences to talk to a friend/adult</p> <p>Retell a simple story using actions and words</p> <p>Understand and sometimes respond in sentences to what, why, who questions</p>	<p>Recall a familiar story using simple repetitive phrases</p> <p>Responds to more complex instructions such as bring me the <b>big</b> ball from a selection of different balls</p> <p>Knows to use talk or gestures to indicate what might happen next</p> <p>Knows to use talk or gestures to say what is happening</p>	<p>To recall and relive past experiences: I went to the farm and saw a pig.</p> <p>To retell an event in order; their school day or special event</p> <p>To be able to give facts learnt about animals</p> <p>To focus their attention to the people talking</p>
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	<p>Know that it's ok to talk to others about wants and needs</p> <p>Know they can share information about new people we have met</p>	<p>Know the questions starters - what and where to find out about journeys</p>	<p>apples AND pears. I like apples because they're juicy</p>	<p>Understand and use the vocabulary forwards, backwards and sideways</p>		
<b>Key vocabulary</b>	Talk, say, look, listen, tell, copy, why, who, first, last, finally					
<b>Reception knowledge</b>	<p>Know that listening to others is important</p> <p>Know new vocabulary and use it in their everyday talk</p> <p>Name objects and tools in the classroom - pens, scissors, glue, paint brushes, play dough</p> <p>A multi-step instruction is to be done in order e.g. 1st put on coats, then zip them up, after that we go out to play</p> <p>Retell an event (from a story/own experience) in the past in order e.g. describe what they did at the weekend</p>	<p>Know how to make comments about what they have heard.</p> <p>Ask simple questions using what and where</p> <p>Know they can talk to their friends when playing to get involvement/reactions</p> <p>Know the new vocabulary related to the topic and use in their play</p> <p>Know and talk about influential figures - Guy Fawkes and George Stevenson</p>	<p>Know they need to look at and listen to the person talking to them</p> <p>Know and explain STAR - sit, track, attend and respond -to be able to attend to adult led activities</p> <p>Know they can use stories they have heard in their own play - retelling/acting them out</p> <p>Explain what happened during their lunchtime e.g. I went out to play. I ate fish fingers.</p> <p>To know and recite 2 new poems</p>	<p>Know how to put my thoughts and ideas into sentences to share with others</p> <p>Know and use the vocabulary - first, next, then, finally to order an event</p> <p>Know how to listen to and respond to a friend in conversation</p> <p>Use and respond in sentences to questions starting with - who, what, why, where, when and how</p> <p>Use simple conjunctions, 'because' 'and'</p> <p>Retell a story with exact repetition</p>	<p>Retells a story using exact repetition and some in their own words</p> <p>Listens to longer stories and is beginning to explain what is read to them, answering questions</p> <p>Usually speaks using the correct tense</p> <p>Beginning to use the conjunctions 'like' 'but' 'so'</p> <p>Talks to a peer or adult about their favourite topic or toy</p>	<p>To listen to others and respond appropriately</p> <p>To use talk to explain what happens or to anticipate what might happen</p> <p>Respond to comments from others using full sentences of 8 or more words, e.g." I made a pig with a round nose and a curly tail."</p> <p>To use new vocabulary in the right context</p> <p>To have longer conversations listening and responding to others</p>

						To share their own ideas with others
<b>Key vocabulary</b>	Explain, describe, question, answer -who, what, where, when how questions, next, after that, before					
<b>Personal, Social and Emotional - see also separate whole school behaviour and safeguarding curriculum plans</b>						
Discrete PSED lessons  NURSERY	<b>Jigsaw lessons (N)</b> Being Me in my world  Make relationships with staff and children in the class. Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour. Get children familiar with the environment.	<b>Celebrating difference</b>  Children will learn all about a range of feelings and emotions during circle time. Children will also learn about sharing, being put into small groups to teach and model this. Big emphasis on tidy up time - use the song to encourage this.	<b>Dreams and Goals</b>  Children to understand and accept the need of others through the use of group sharing activities and listening games	<b>Healthy Me</b>  Taking responsibility for looking after their own possessions. Be independent in their toileting needs Begin to make healthy choices about food and drink	<b>Relationships</b>  Children to recount their experiences to each other, listening and responding appropriately.	<b>Changing me &amp; transitions</b> Changes - transition into new setting Prepare children: visit new classes/stay and play/meet new teacher. Children to share feelings about the transition and to talk about these throughout.
RECEPTION	<b>Kapow (R)</b> <b>Self-regulation - My feelings</b> In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	<b>Building relationships-special relationships</b> In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	<b>Managing self - taking on challenges</b> In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.	<b>Self-regulation - listening and following instructions</b> In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	<b>Building relationship - my family and friends</b> In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.	<b>Managing self - My well-being</b> In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.
<b>Nursery knowledge</b>	Model what makes a good friend - kind, good listener, sharing and taking turns  Name at least 5 friends in the class		Know what they like doing now and talk about what they would like to be when they grow up		Know and understand the words happy, sad, angry, calm and use them to describe their own and others feelings	

	<p>Know some classroom rules - follow and understand 1,2,3 rules, begin to follow and understand STAR, fantastic walking and fantastic listening rules</p> <p>Know the school environment rules - walking quietly, kind hands and feet, listen to others</p> <p>Know and follow through that they must wash and dry their hands after toileting and before eating</p> <p>Begin to know how to keep themselves safe - PANTS lesson</p> <p>Use the words happy, sad, cross to explain own and others feelings</p> <p>Know that we are all different and that's ok</p> <p>Know I can use the 3 minute timer to take turns with my friends</p> <p>Know that they can play alone, with others and alongside others</p> <p>Know how to invite a friend to play</p>	<p>Know that if they are a 'Keep it up captain' (persevere) they can achieve their goal in a class activity</p> <p>Begin to know how to keep themselves safe - PANTS lesson</p> <p>Know how to look after the classroom environment. Explain why we need to look after the toys in class</p> <p>Know how to put on their coat using the floor method - jump by hood and arms in then over head</p> <p>Know they can ask an adult for help</p> <p>To name at least 3 healthy foods</p> <p>Know how to clean their teeth and why</p>	<p>Know what to do when they feel angry, upset, frustrated</p> <p>Knows how to play with one or more in group activities by extending play</p> <p>Knows what to do if someone won't share/take turns.</p> <p>Know how to tidy up after themselves and keep the classroom safe for learning</p> <p>Know that it is okay to feel worried about changes</p> <p>Show confidence in meeting new people and going into new situations</p> <p>Use the toilet and wash hands independently</p> <p>Know how to look after their own things to keep them clean and safe</p> <p>Blows their nose and disposes of the tissue and sanitising</p> <p>To explain to others how to care for animals and living things</p>
<b>Key vocabulary</b>	Feelings, happy, sad, angry, excited, share, take turns, wash, healthy, clean		
<b>Reception knowledge</b>	<p>Explain what makes a good friend - kind, good at sharing, taking turns, kind hands, good listener</p> <p>Explain the classroom rules Know and understand STAR, 123, Fantastic walking and Fantastic listening</p>	<p>Talk about their work to others and know they can be proud of their achievements</p> <p>Talk about what they want to be when they grow up</p>	<p>Can describe what to do if they feel upset, cross, tired or frustrated.</p> <p>Knows how to respond appropriately to the feelings of others</p>



	<p>Know the names of most of their class peers</p> <p>Know how to put on shoes and socks</p> <p>Know how to take off/put on jumper and coat</p> <p>Know the sequence for washing and drying hands</p> <p>Know how to keep themselves safe - PANTS lesson</p> <p>Know how to recognise the feelings of others and describe how they feel using the words happy, excited, sad, scared, cross, and worried</p> <p>Know what a friend is and describe what makes a good friend</p> <p>Know what to do if someone is unkind to me.</p>	<p>Know they can set themselves a goal in class and persevere to achieve it</p> <p>When challenged with a task know they can persist and achieve</p> <p>Know and explain right from wrong and know they should be making the right choices</p> <p>Talk about healthy and unhealthy food - naming at least 3 of each</p> <p>Knows why we need to sleep, eat, exercise and can explain why</p> <p>Talk about how to keep their teeth healthy and why they need to brush their teeth</p> <p>Know how to independently access the snack bar when hungry and drink station when thirsty - be aware of their needs</p> <p>Know that if they listen, share, take turns and explain they can keep play going</p> <p>Name 3 adults in school they can turn to for help</p>	<p>Knows how to talk about their feelings to others using age appropriate vocabulary</p> <p>Knows what they like and dislike and can talk about these things with confidence</p> <p>Knows what the school rules are and can help a friend when needed</p> <p>Knows how to extend play with others</p> <p>Knows what stranger danger is and can talk about how to keep themselves safe</p> <p>Knows what to do to manage conflict through holding back, talking it through and/or negotiation/compromise</p> <p>Independently cares for themselves at school - Can use a knife and fork, toileting needs, dressing and undressing, putting on shoes and socks</p>
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<b>Key vocabulary</b>	Emotions, fair, frustrated, worried, confused, upset, try, challenge, germs, exercise, unhealthy
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**Physical development - P.E is also taught discretely in Reception using Real P.E**

<b>Nursery knowledge</b>	Holds scissors to open and close them to snip	Hold scissors in one hands and makes snips in paper independently	Begins to cut in a straight line holding the paper	Use scissors to cut small strips of paper holding scissors with a 'thumbs up' position	Cuts along a straight line (relatively close) using scissors	Holds scissors with a controlled grip to cut wavy lines (relatively close)
	Begin to know how to jump 2 feet to 2 feet	Ride a tricycle			Know what tools I need for what I need to do	

	<p>Know that I should not run into my friends (spatial awareness)</p> <p>How to use school tweezers and spray bottles</p> <p>Use a fork to eat with</p> <p>Ride a tricycle pushed by a friend</p> <p>Know how to use their arms and legs to crawl through a tunnel</p> <p>Know how to unzip coat and put on wellington boots</p>	<p>Walk along a plank outside balancing with adult support</p> <p>Use pipettes to squeeze water up and out</p> <p>Knows how to hold and use musical instruments, jugs, hammers and mark making tools.</p> <p>Begin to know how to put on their coat using the floor model</p> <p>Know how to tell an adult they are hungry or tired.</p>	<p>Know how to use body weight to begin to balance on 1 foot</p> <p>Know how to run without bumping into others</p> <p>Climb the ladder on the hill unaided</p> <p>Know how to handle scissors and other tools independently and safely in the Nursery</p>	<p>Begin to balance on 1 foot</p> <p>Know how to grasp and release a large ball</p> <p>Know how to thread beads on a string</p> <p>Knows how to trace simple shapes</p> <p>Begins to use alternate feet to climb steps</p> <p>Know how to change my movements for a game e.g. run to play chase</p> <p>Walk confidently along different lines - straight, zig zag, curved</p>	<p>Choose the movement I need to cross a plank safely e.g. crawl, run, walk</p> <p>Begin to trace the first letter and then more letters in my name</p> <p>Rides a 3 wheeled back by pushing the pedals down and forwards to move it</p> <p>Knows how to walk along a bench independently by balancing their body</p> <p>Develops a comfortable and good grip using a short drawing tool</p>	<p>To run along a track staying relatively close within 2 lines</p> <p>To throw a ball underarm or overarm</p> <p>Rides a balance bike occasionally lifting their feet</p> <p>To stand on one leg holding a pose</p> <p>Starts to eat independently with a knife and fork</p> <p>Uses a comfortable grip with good control when using drawing tools</p> <p>Uses their thumb and 2 fingers to pick up very small objects/sequins</p>
<b>Key vocabulary</b>	Walk, climb, run, ride, jump, throw, pinch					
<b>Reception knowledge</b>	<p>Cuts along a straight line with a controlled grip of the scissors</p> <p>Control run, hop, climb, crawl, jump, walk being aware of space around</p>	<p>Knows how to cut along a curved line (relatively close)</p> <p>Know how to crawl, slither, balance, hop, climb, skip and roll.</p>	<p>Know how to cut out circles and other shapes</p> <p>Know how to throw, roll, receive and</p>	<p>Cuts out spiral shapes</p> <p>Choose their own resources to create a minibeast with</p>	<p>Uses scissors with a growing confidence</p> <p>Can dribble a ball in and out of cones</p>	<p>Uses scissors with precision to cut along lines and cut shapes</p> <p>Control their bodies to move in and out</p>

	<p>Trace using templates</p> <p>Use a knife and fork to eat my food</p> <p>Ride a tricycle around a course</p> <p>Use small tools - scissors to cut forward, tweezers, pipettes,</p> <p>Uses a writing tool developing control with a tripod grip</p>	<p>Know which hand I use for writing</p> <p>Knows how to hold a pencil with a tripod grip</p> <p>Know the routine for going to the toilet and being independent</p> <p>Sit at a table with control</p>	<p>attempt to catch a large ball</p> <p>Know how to control their body to balance on a balance bike</p> <p>Know how to control their fingers to complete fine motor control activities - threading, balancing marbles on pegs, balance small blocks without them falling over</p> <p>Balance on the bench whilst walking</p> <p>Jump with 2 feet together</p> <p>Begin to know how to jump off apparatus safely</p>	<p>increasing control of the tools selected</p> <p>Knows how to control a ball by throwing and catching a large ball to a friend</p> <p>Attempts to aim at a specific target with a bean bag/ball</p> <p>Starts to show a preference for a dominant hand</p> <p>Continue to confidently use their fine motor skills</p> <p>Balance on one foot for 3 seconds</p> <p>To sit in tuck and rock onto their backs without adult support - working towards a rock and roll.</p> <p>A forward roll with support down a springboard</p>	<p>Can throw a ball/bean bag at a target</p> <p>Climbs apparatus going up, forwards, over and coming down backwards</p> <p>Has control when using their writing tool to correctly form the ascenders and descenders</p> <p>Uses a knife and fork with control to feed themselves</p>	<p>of obstacles successfully without knocking them down</p> <p>Can dribble a ball in and out of targets</p> <p>Holds a writing tool effectively to begin to write fluently</p>
<p><b>Key vocabulary</b></p>	<p>Balance, grip, catch, bounce, roll, high/low, hop</p>					

<b>Literacy</b>						
<b>Nursery knowledge</b>	How to make different marks using a range of resources How to imitate shapes and symbols from L-R I – o + How to listen to a story, poem, songs How to join in with repetitive phrases and missing words from familiar stories and rhymes How to enjoy looking at books independently by turning pages L-R, holding the book the right way up.	How to make marks and identify them How to draw their faces with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict Recall and retell at least 2 familiar rhymes Know a favourite book and ask an adult to read to them Talk about the pictures in a book	How to make marks and identify them How to draw their faces with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict Recall and retell at least 2 familiar rhymes Know a favourite book and ask an adult to read to them Talk about the pictures in a book	How to make marks and identify them How to draw their faces with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict Recall and retell at least 2 familiar rhymes Know a favourite book and ask an adult to read to them Talk about the pictures in a book	How to make marks and identify them How to draw their faces with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict Recall and retell at least 2 familiar rhymes Know a favourite book and ask an adult to read to them Talk about the pictures in a book	How to make marks and identify them How to draw their faces with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict Recall and retell at least 2 familiar rhymes Know a favourite book and ask an adult to read to them Talk about the pictures in a book
<b>Key vocabulary</b>	Book, page, front/back cover, author, song, rhyme, turn, draw, sounds					
<b>Nursery Phonics - use unlocking letters and sounds Phase 1</b>	Phase 1 - aspect 1 will be able to identify and listen for environmental sounds and name the sound of -plane, car, phone, pig, -keys, crisps, bells	Phase 1 - aspect 2/3 -will be able to identify and match sound makers/instruments -the difference between loud/quiet, fast/slow	Phase 1 - aspect 4 Rhythm and rhyme -some will be able to recognise spoken words that rhyme -know that words have syllables and clap at least up to 3 syllables	Phase 1 - aspect 5 -begin to hear the 1st sound in a word -know and say the 1st sound in their name	Phase 1 - aspect 6 -know that we have different voice sounds -know that words have different sound c-a-t, d-o-g	Phase 1 - Recap and aspect 7 Oral Segmenting and blending -will begin to segment and blend simple CVC words orally -will begin to hear and say the initial sounds in words
<b>Reception children will know...</b>	That words can be written That their marks have meaning and they can talk about them To begin to use graphemes to write initial sounds How to write the taught letters	Know to use letters for initial sounds How to segment sounds in simple words to begin to write simple sentences, captions, labels, speech bubbles, lists How to draw a story map and add words that can be read back	Know to use letters for initial sounds How to segment sounds in simple words to begin to write simple sentences, captions, labels, speech bubbles, lists How to draw a story map and add words that can be read back	Know to use letters for initial sounds How to segment sounds in simple words to begin to write simple sentences, captions, labels, speech bubbles, lists How to draw a story map and add words that can be read back	How to write a simple sentence that they can read back for a range of purposes How to form most letters of the alphabet correctly How to create their own stories with illustrations	How to write a simple sentence that they can read back for a range of purposes How to form most letters of the alphabet correctly How to create their own stories with illustrations

	<p>To draw a story map with marks they can talk about and are meaningful</p> <p>How to write their name using recognisable letters</p> <p>That a book can be enjoyed</p> <p>How to retell a familiar story using actions and key phrases. To answer questions - who is in the story, what happened at the beginning, the middle and the end.</p> <p>How to answer the question - what do you think will happen?</p> <p>That letters have meaning and are beginning to read them/say the sounds</p> <p>How to say and hear the initial sounds in words to know the 5 concepts of print</p>	<p>How to form 50% of the alphabet correctly</p> <p>Write from left to right, top to bottom to retell through actions and key phrases and change elements of a familiar story e.g. the characters, the setting, the ending</p> <p>That information can be retrieved from books and digital devices</p> <p>How to recognise and read familiar words e.g. mummy, daddy, siblings names</p> <p>Compose a sentence in their head and hold it for memory to then write it</p> <p>How to answer simple questions about what they have heard and read.</p> <p>Say and write a simple rhyming string - cat, hat, bat</p>	<p>What a setting is and use taught language to describe it.</p> <p>How to identify the main character and use taught adjective to describe their characteristics</p> <p>How to use and understand why, what, where, when, how and who questions</p> <p>How to answer simple comprehension questions as well as using new vocabulary during discussions.</p>		
<b>Key vocabulary</b>	Illustrator, fiction, non-fiction, information, facts, write, sentence, question, phoneme, grapheme, digraph, polysyllabic word, common exception word				
<p><b>Reception Phonics - use unlocking letters and sounds phase 2 - 4 See appendix 1</b></p>	<p>Phase 2 Phase 2 CEWs for reading - to read 'the to I no go into'</p>	<p>Phase 2 and phase 3 Phase 2 CEWs for writing Phase 3 CEWs for reading</p>	<p>Phase 3 Phonics Mastery Phase 2 CEWs for writing Phase 3 CEWs for reading</p>	<p>Phase 3 Phonics Mastery Phase 3 CEWs for writing</p>	<p>Phase 4 Phonics Phase 4 CEWs for Reading Phase 4 Phonics Mastery (with phase 3 and polysyllabic words) Phase 3 CEWs for writing Phase 4 CEWs for reading</p>

Pre-writing

Letter strings

Pictures

Random scribble

Scribble writing

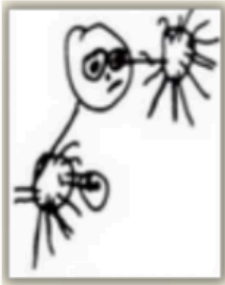
Symbols

Random letters

Letter strings

Typical writing progression

Picture tells a story to convey message



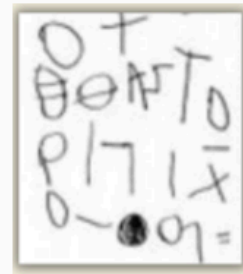
Starting point at any point of paper.



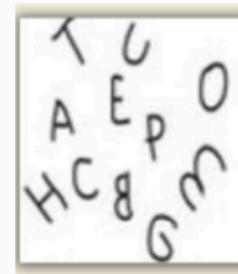
Progression is from left to right.



Symbols that represent letters.



Letters have no relationship.

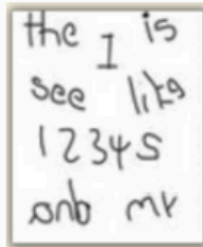


Letter strings move from L to R and move down the page.



Environmental print

Awareness of print, copied from surroundings.



Letter name stage

Beginning and ending letters are used to represent words.



Early developmental spelling

Vowel sounds appear. Evidence of common exception words.



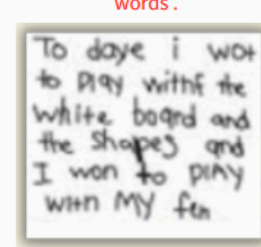
Syllables represented

A child hears beginning, middle and end sounds.



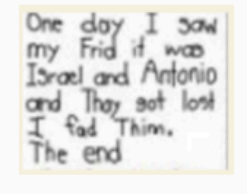
Inventive spelling

Whole sentence writing develops, spaces in between words.



Transitional spelling

Multiple related sentences with many words spelled correctly, punctuation evident.



<p>Nursery overview</p>	<p>Recognising and naming colours Sorting by different attributes</p>	<p>Exploring and understanding number 1, 2 Counting principles AB patterns</p>	<p>Exploring and understanding number 3, 4, 5</p>	<p>Comparing height and length Capacity – full, half full and empty Weight – heavy and light</p>	<p>Properties of shape More/fewer One more/one less</p>	<p>Positional and directional language Composition of number Consolidation</p>
<p><b>Nursery knowledge</b></p>	<p>Know at least the colours red, blue, yellow, white and black That not all colours match Recognise when things are the same or different e.g. these are blue and these are pink sort a set of animals into e.g. elephants and lions</p>	<p>To quickly recognise groups of up to 2 objects without counting (subitise). That each object should only be counted once Make marks to represent numerals recognise the numerals 1 and 2 To say the number names in order when counting objects up to 5 Use the words spotty and stripey to describe patterns Copy a simple pattern red, blue, red, blue</p>	<p>Begin to quickly recognise groups of up to 3, 4, 5 objects without counting (subitise). That each object should only be counted once Make marks to represent numerals recognise the numerals 3, 4, 5 Can show 'finger numbers' up to 5 To say the number names in order when counting objects up to 5</p>	<p>Use the words big and small to compare objects Use the words long, short and tall Begin to use the words longer, taller, shorter than Use and understand the words heavy and light Use and understand the words full, empty and half full</p>	<p>Use the words straight, curved, round and flat to describe shape That some shapes are good for building and some are not Use the words same and more to compare apples with a friend To use the words more and fewer to compare quantities</p>	<p>Use and understand the words under, on, in, behind, forwards, backwards and sideways, next to, beside To find different ways to make 3 and 4</p>
<p><b>Key vocabulary</b></p>	<p>Sort, match, same, different, number, pattern, subitise, full, empty, half full, count, tall, short, long, more, fewer, circle, triangle, square, 5 frame, compare, heavy, light, add, take away, altogether makes</p>					

<b>Reception overview - from Number Sense Scheme</b>	Matching/sorting Spatial reasoning Use of construction and 3D shapes Subitising 1-5 Using 5/ 10 frames 2D shapes and shape puzzles. Counting to 10 Measure- capacity and height, time (of the day)	Pattern Subitising 6-10 Counting up to 10 items Counting to 20 Spatial reasoning Symmetry including shape puzzles and construction. Partitioning 2,3,4,5 and 10 and number bonds for these numbers. Measure	Building numbers beyond 20 Counting patterns Beyond 10 Spatial reasoning match, rotate, manipulate First, then now Adding more Taking away Spatial reasoning Compose and decompose Doubling, sharing, grouping Odd and even numbers Spatial reasoning Patterns and relationships Spatial reasoning -mapping	
<b>Reception knowledge</b>	Describe HOW a group has been sorted e.g. into colour, animals, toys Say the numbers to 10 in order To say when they have the same, fewer or more and use the words to compare Create a simple AB pattern and talk about To subitise 3 To count accurately up to 3 objects in order Write the numerals 1- 5 Know that the numbers 1-5 can be represented in different ways Know the composition of 1,2,3 Know and recognise that triangles have 3 sides, circles 1 side and some shapes have 4 sides Be able to explore and talk about different shapes Know the number that is 1 more or 1 less than a number up to 10 To know and use the words morning, afternoon, evening, day and night Know and use the words heavy/ier, light/er, full, half full, empty and compare 2 objects	Know the composition of numbers up to 10 Represent , compare and formation of the numbers to 10 Automatic recall number bonds 0-10 Know the patterns in odd and even numbers Identify smaller numbers within a larger number Compare the weight and capacity of up to 3 items Compare the length and height of up to 3 items Know which group of things has more or less Know which group has more and reason why they would want more (sweets!) Explore the 1 minute timer and find out what you can do in 1 minute Know the vocab 'before, after, next' to unscramble the visual timetable	Know how to partition numbers up to 5 and then 10 Know the composition of 6, 7, 8, 9, Know the patterns in odd and even numbers Know the doubles to 10 To notice patterns in number	Comparing numbers to 10 Compare the weight and capacity of up to 3 items Compare the length and height of up to 3 items Know the properties and construction of 3D shapes



<b>Key vocabulary</b>	One more, one less, fewer, repeating pattern, numicon, equal, same, ten frame, combine, altogether, part, whole, part, cone, cylinder, sphere, pyramid, cube, cuboid, pair, ordering, comparing, composition, rotate, adding, take away, double, even, odd, sharing, grouping,
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**Understanding the world - the way children talk about and observe the world around them; noticing things, asking questions**

<b>Nursery knowledge</b>	Name the people in my family	Name/recognise the vehicles - car, aeroplane, bus, bicycle, train, hovercraft	Talk about and explore materials.	Know and identify the names of 6 minibeasts - snail, spider, butterfly, caterpillar, worm, woodlice	Knows that plants need water, sun and food	To name and comment on animals and their body parts
	Know and use the words head, shoulders, leg, arm, knees and toes, eyes, nose and mouth	Name the vehicles they have travelled in/on	Select colours and pen size on an interactive whiteboard software	Know where minibeasts can be found	Know that plants need to be cared for to grow	Name and talk about differences between animals (colour, fur, markings)
	Name my teachers	Maps help us when we go on a journey	Know what to do if they see something they don't like online/on a screen	Know that some animals do not look like their babies - caterpillar and butterfly/frog and tadpole	Know that plants have different parts	To understand the need to look after the natural world and living things
	Name the school I attend	Talk about natural materials they explore using their senses.	Listen to the story of Chinese New Year. Talk about their own celebrations.	Know how they have changed from a baby to now	Know that wind and water can move machinery	Talk about the life cycles of animals and themselves.
	Know and talk about different areas in the school	Talk about occupations		Talk about the life cycle of a butterfly	Know that flour is used to make bread and that the dough needs to go in the oven to cook	Can name 2 things they can do now that they couldn't when they started in Nursery
	Know that they live in Bristol and compare it to another city, London.	Know that the oven makes a cake rise and edible		Know how to care for small creatures	Using and exploring different materials for a purpose.	
	Know about Queen Elizabeth II and that we now have a King	To talk about different celebrations they have or others have		Know the names 4 common vegetables	Learn about EID and say what is the same or different to their own celebrations	
	Know the words sunny, cloudy, rainy and windy and recognise the weather	Listen to the Christmas story and know Christians celebrate Christmas				

		Talk about their own birthday		Know that some animals have babies at Spring time		
		Know that Diwali is the festival of light		Know that some people begin Ramadan		
		Begin to know who we remember on remembrance day				
<b>Key vocabulary</b>	Today, tomorrow, yesterday, first, next, sea, land, hot, cold, summer, winter, spring, autumn, Bristol, London, world, same, different, change, grow, melt, ice, christmas, eid, diwali. Church, party, map, float, sink					
<b>Reception knowledge</b>	Name members of my family and say who is the eldest and youngest.	In addition name - ship, rocket, hot air balloon,	Talk about and compare celebrations	Know, name and talk about at least 5 minibeasts.	Identify and name the parts of a plant - leaf, stem, flower, roots	Can explain the difference between farm and wild animals
	Talk about and compare your family to your friends family	Know that we have different beliefs and special times are celebrated in different ways	Sort and group metal, wood and plastic materials	Know what the word habitat means and say where minibeasts can be found	Knows and can explain what plants need to survive	Describe in detail 5 wild animals
	Compare their life now to those of their older family members e.g Grandparents	Know that there is different transport around the world - tuk tuk, gondola, dog sled.	Uses various tools such as brush, pens, stamps and erasers on interactive whiteboard software	Can explain the life cycle of a frog	Know that some plants produce fruit and vegetables	Talk about the differences between where they live and a country in Africa
	Name members of the school e.g Head, office staff, teachers, chef	Compare and contrast transport of today and the past	To talk about what personal information is and know that it should not be shared online	Know that some animals produce food for humans e.g. honey from bees	Talk about similarities and differences in plants	To talk about what good welfare of animals looks like e.g. they need food and water/shelter and health
	Talk about themselves in the past as a baby and themselves now at school and in the future	Know about woodland animals and their habitats.		Observe minibeasts in their habitat	Name and identify plants found in the school garden	
				Know why Easter is celebrated	Name and identify 4 different vegetables that can be grown in the UK	To know and talk about similarities and differences between their life

	<p>Know and use additional body parts - elbow, chin, wrist, waist</p> <p>Talk about the school grounds and know the words field, building, road, play ground</p> <p>Name what they see on their route to school - shops, church, houses, park</p> <p>Autumn - describe what happens in this season - leaves change colour, fall off, gets colder</p>	<p>Know Christians celebrate Christmas to mark the anniversary of the birth of Jesus</p> <p>Name at least 3 things that Christians do to celebrate Christmas</p> <p>Know who and why we remember on remembrance day</p> <p>Know that Diwali is the festival of light and celebrated by Hindu's</p> <p>Talk about how they celebrate their own birthday</p>		<p>Name at least 3 things about Spring</p> <p>Know about Ramadan and how this is different or the same in their family</p>	<p>Know that food materials change when heated</p> <p>Talk about and compare EID to their own celebrations</p>	<p>and life in a country in Africa</p> <p>Know ways in which humans are harming the wild and how we can help e.g. recycling</p> <p>To talk about how they have changed since starting Reception</p> <p>To talk about how to stay safe in the sun</p>
<b>SEASONS</b>	The seasons will be talked about, explored throughout the year in both year groups.					
<b>Key vocabulary</b>	Future, after, before, globe, map, building, Africa, China, Bristol, dissolve, experiment, investigate, observe, islam, christian, mosque, church, festival, special, culture, religion					
<b>Expressive arts and design</b>						
<b>Early years are part of the Bristol Beacon and CPS music pilot scheme. Separate curriculum plans are available.</b>						
<b>Nursery knowledge</b>	<p>Know the primary colours red, yellow, and blue</p> <p>Know the welcome songs - weather/hello song</p>	<p>Know that sellotape is used to join boxes to create a vehicle</p> <p>Know that they can use different types of lines to draw</p>	<p>Know that printing with duplo can create a wall</p> <p>Know how to construct a wall with construction kit without it falling down</p>	<p>Know that I can use different art materials to create</p> <p>Use their own experiences to create role play storyline</p>	<p>Explore different materials and build with them</p> <p>Choose and use joining materials to construct a house</p>	<p>To draw an animal with a simple head, body and legs</p> <p>To choose materials to create texture for different animal</p>

	<p>Know that different instruments make different sounds.</p> <p>Know that the sounds can evoke feelings</p> <p>Know that colours can be mixed together</p> <p>Know that they can create different shapes with play dough</p> <p>Know how to use a rolling pin</p> <p>Know they can pretend - cook, sleep, rock the dolls in the home corner</p> <p>Know how to use glue to join resources to paper</p>	<p>Share their creations with family and friends and talk about it</p> <p>Know that they can use dance movements to journey across the floor</p> <p>Know that a hand print can be turned into a reindeer to make a card</p> <p>Know 3 new songs to perform to family and friends</p>	<p>Sing their favourite song</p> <p>Sing the words to at least 3 nursery rhymes</p> <p>Listen to and say their favourite rhyme</p> <p>Know that they can act out a rhyme to retell it</p> <p>To mix colours to decorate a teapot and teacup using a fine brush</p> <p>To recreate Starry night by Van Gogh using paint</p>	<p>Know how to create small world enclosures</p> <p>Respond to music through movement</p> <p>Manipulates clay (rolls, cuts, squashes, pinches, twists...)to create a clay/dough minibeast</p> <p>Sing the words to at least 2 new songs</p> <p>Know how to tear strips of paper to create my own Henri Matisse snail</p>	<p>Know that music can make them feel different things</p> <p>Name 4 instruments; drum, claves, tambourine, maracas</p> <p>Knows how to play an instrument to a simple beat</p> <p>Uses own life experiences to develop storylines in their play</p> <p>Knows that they can use small world to extend play with friends</p> <p>Use puppets to retell familiar stories</p>	<p>skins e.g. snake scales or lions mane</p> <p>To choose instruments they feel represent contrasting animals e.g. drum for an elephant/bells for birds</p> <p>To slither like a snake on tummy, stomp like an elephant</p> <p>To sing in a group keeping in time with others</p>
<b>Key vocabulary</b>	Paint, stick, glue, cut, music, dance, beat, sing, pretend, loud, quiet, fast, slow,					
<b>Reception knowledge</b>	<p>Know that when they mix colours they create new colours</p> <p>Know that certain colours are used to represent themselves - portraits</p> <p>Use a variety of resources to create a collage</p> <p>A small world can be created using different</p>	<p>Know how to create a model vehicle using recycled materials</p> <p>Know 5 new songs to sing to an audience</p> <p>Safely use a hole punch to create holes to thread ribbon through leaves</p>	<p>Retell stories and rhymes using puppets, masks, or small world</p> <p>Listen to and incorporate a friends idea into their play</p> <p>Respond to a rhythm. Clap a repeated rhythm.</p>	<p>Talk about my independent artwork and tell others about it</p> <p>Draw/paint simple minibeasts showing form- observational drawing from real or pictures</p> <p>Knows how to improve artwork</p>	<p>Can select own instruments and play them in time to music</p> <p>Knows how to use a wide variety of instruments</p> <p>Knows how to independently select additional tools to improve their paintings</p>	<p>Correctly choose and use the colours needed to represent the skin pattern of wild animals e.g. black and white for zebra</p> <p>Use props to retell a familiar story in the correct order</p>

	<p>construction, blocks and small world kits</p> <p>Know how to join using sellotape and glue</p> <p>Know 3 new songs</p>	<p>Know how to mould clay to create a hedgehog</p> <p>Plan, select and use different resources to create a rocket/car</p>	<p>Know the sounds of at least 4 percussion instruments by listening to them.</p> <p>Listen to different rhymes and say why they like them or not</p>	<p>(scrunch, twist, fold, bend, roll)</p> <p>Can change the tempo and dynamics when playing instruments</p> <p>Use pretend play to tell a story with my friends</p> <p>Look at the artwork of Kandinsky and recreate a snail in his style</p>	<p>Beginning to draw things they see around them e.g. plants, landscapes, buildings</p> <p>Knows how to select the correct materials to create a model of a beanstalk</p> <p>Creates a piece of art with clear intentions</p>	<p>Invent a new version of a familiar story and tell it to others</p> <p>Draw detailed pictures of animals in their appropriate landscape</p> <p>Listen to and begin to move in time to music</p>
<b>Key vocabulary</b>	Print, design, pulse, rhythm, story tell, imagine, noisy, pitch, dynamics					
<b>Parental involvement</b>	<p>Home visits</p> <p>Stay and Play session</p> <p>Parent's evening</p>	<p>Parents rocket/vehicle building workshop</p> <p>Christmas craft session</p> <p>Christmas nativity performance</p>	<p>Nursery rhyme sing-along</p> <p>Parent's evening</p>	Book at bedtime		Sports day





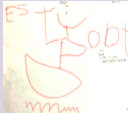



## Unlocking Letters and Sounds Detailed Progression Reception – Y2

Reception		GPCs	CEWs
Autumn 1 (as soon as all children are in school – no later than week 3)	Phase 2	<u>s a t p</u> <u>l n m d</u> <u>g o c k</u> <u>ck e u r</u> <u>h b f f l l s s</u>	Read: the to I no go into
Autumn 2	Complete Phase 2 Phase 3	<u>j v w x</u> <u>y z zz qu</u> ch sh th ng ai ee <u>igh oa</u> oo ar or ur ow oi ear air ure er	Write: the to I no go into  Read: a she he we me be was no go my you they her all are
Spring 1	Phase 3 Mastery	<u>j v w x</u> <u>y z zz qu</u> ch sh th ng ai ee <u>igh oa</u> oo ar or ur ow oi ear air ure er	Write: the to I no go into  Read: a she he we me be was no go my you they her all are
Spring 2	Phase 4	CVCC and CCVC examples: bend mend hump bent damp spot spin trip glass speck	Write: a she he we me be was no go my you they her all are  Read: said so have like some come were there little one do one do when out what
Summer 1 and 2	Phase 4 Mastery (with phase 3 and polysyllabic words)	CVCC and CCVC with phase 3 GPCs examples: quilt toast burst theft shelf  Polysyllabic CVCC and CCVC examples: restless desktop handbag	Write: a she he we me be was no go my you they her all are  Read: said so have like some come were there little one do one do when out what

		CCVCC and CCCVC examples: Crust frost scrunch strong	
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<p>Fantastic reflective friend</p>  <p>To become a 'Sparkly Star' who happily greets and interacts with others, sharing thoughts and resources patiently; valuing self and others and willing to persist and not be daunted by failure. To begin to manage own personal needs. (PS&amp;ED)</p>	<p>Confident communicator</p>  <p>To become a 'Happy Chatter' in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others. (C&amp;L)</p>	<p>Amazing athlete</p>  <p>To become a confident 'Risk Taker' and develop body strength when climbing up, across and down, under and on. To ride a trike with confidence. To explore and use a range of tools using one hand. (PD)</p>
<p>Brilliant bookworm</p> <p>To become a 'Book Worm' enthusiast and readily access books for pleasure, turning pages individually, to name a favourite book and to retell a simple story using actions and repetitive phrases (Lit reading)</p> 	<p>Wow writer</p>  <p>To become a 'Funky Finger' enthusiast who builds up hand and whole-body strength through adventurous play and sometimes gives meaning to their marks. To begin to write their own name. (Lit writing)</p>	<p>Master of Maths</p>  <p>To be able to use mathematical knowledge and language naturally in everyday play. Counting and representing marks to at least 5 and matching, measuring and comparing. (Maths)</p>
<p>Exceptional explorer</p>  <p>To know their own family tree. To know similarities between themselves and others and show curiosity about the world around them. (UW)</p>	<p>Amazing creator</p>  <p>To express themselves through drawing, painting, role play and music. To attempt to play instruments loudly, softly, fast and slowly whilst developing an ear for rhythm. (EA&amp;D)</p>	

Reception end of year curricular goals

<p><b>Fantastic reflective friend</b> </p> <p>To become a 'Sparkly Star' who can be kind, caring and helpful, show empathy and respect to others. To work and play cooperatively whilst considering the feelings of others. To manage their own personal needs and know how to stay healthy. (PS&amp;ED)</p>	<p><b>Confident communicator</b> </p> <p>To become a 'Happy Chatter' who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings. (C&amp;L)</p>	<p><b>Amazing athlete</b> </p> <p>To become a 'Risk Taker' who can show strength, balance and co-ordination when playing. Who can run, jump, hop, climb and dance with confidence. Who can hold a pencil effectively and use a range of small tools (e.g. use cutlery, scissors) (PD)</p>
<p><b>Brilliant bookworm</b>  who</p> <p>To become a 'Book Worm' can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt) (Lit reading)</p>	<p><b>Wow writer</b> </p> <p>To become an 'Amazing author' who can write letters, words and simple sentences to give a message or write a story that can be read by themselves and others. (Lit writing)</p>	<p><b>Master of Maths</b>  Maths'</p> <p>To become a 'Master of Maths' who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5. To use this knowledge in real life problems. (Maths)</p>
<p><b>Exceptional explorer</b> </p> <p>To show curiosity about the world around them, understand some difference between times and places. Someone who can look after their community and care for the Lockleaze environment. To have an awareness and appreciation of other people's cultures and beliefs. (UW)</p>	<p><b>Amazing creator</b> </p> <p>To create a 'masterpiece' using a range of techniques and resources. To create and perform a song, story, poem or rhyme to an audience. (EA&amp;D)</p>	