

Long Term - Curriculum Overview Year EYFS 2024-25

Our Vision: At Bracebridge we aim to give our children the very best opportunities in education. Our school mission statement, *“being the best we can be,”* provides a framework whereby we put provide a happy, child focussed learning community where every child is valued and included. A learning community committed to going the ‘extra mile’ to meet the needs of our children and their families. We work hard to ensure that our children emerge as independent confident learners with high self-esteem, resilience and self-belief.

Cycle A Topic	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Nursery	You’ve got a friend in me!	Spectacular	Once upon a time!	We’re going on a bug hunt	Pets	We’re all going on a summer holiday
Reception	What makes me a me?	Out of this world	Let’s celebrate	Down on the farm	In the garden	Beside the Seaside
Values	Self-Belief	Appreciation	Resilience	Patience	Love	Happiness
Enrichment/Themed Weeks	Our Minds Matter EYFS – emergency services visit Music Bugs	Children in Need Christmas Crafternoons week Christmas Fayre inc singing EYFS Nativity Panto Music Bugs	All Around the World Safer Internet Day Music Bugs Valentines Disco	Farm visit World Book Day Science Week Red Nose Day Easter Service Music Bugs	St Georges Day Music Bugs	Seaside trip Sports Week including Sports Day Music Bugs Summer Extravaganza

Communication and Language

<p>Nursery</p>	<p>Listen to others when the conversation interests them. Play simple stop and start games. Know some simple concepts such as big/little, in/out, on/off. Know how to answer 'who', 'what' and 'where' questions. Talk about own experiences and feelings. Hold a conversation about something that interests them. Speak in simple sentences.</p>	<p>Join in with repeated refrains in stories and rhymes. Stop and listen to other people when they are busy doing an activity. Respond to simple instructions. Answer questions about the use of objects. Describe how something looks, tastes and feels.</p>	<p>Know some repeated refrains in traditional tales, stories and rhymes. Listen to stories and make comments on what is happening. Answer questions about a story I am familiar with. Follow instructions using simple prepositions e.g. under, on top, behind. Use story related vocabulary in pretend play. Retell some familiar stories in pretend play.</p>	<p>Know how to listen to others in a small group. Stop and listen to an instruction given by an adult. Answer a 'why' or 'how' question about something I have built or made. Use simple prepositions correctly in play and conversation. Link thoughts together when speaking using words such as 'and' or 'because'. Use a range of tenses when speaking.</p>	<p>Listen to sounds around them and talk about the sounds they can hear. Answer questions about something they have observed. Order events when talking about the lives of living things. Group and name an increasing number of living things. Use language that helps to sequence events and narratives e.g. first, last, then, before, after.</p>	<p>Listen to and follow instructions to take part in simple games and activities with others. Respond to instructions that involve a two-part sequence. Plan a simple activity and explain how I might accomplish something.</p>
<p>Reception</p>	<p>Listen to friends when working in a pair or group. Know how to stop and listen to an adult when working in the classroom. Answer a 'who', 'what' and 'where' and 'when' question. Talk about own experiences at home and at school.</p>	<p>Listen to short adult led inputs and discussions. Follow simple directions in a larger group. Follow instructions to complete simple tasks. Give an explanation about why or how something has happened. Know some repeated refrains and common story language used in a</p>	<p>Know how traditional stories begin and end and what usually happens to 'good' and 'bad' characters. Demonstrate understanding of a story by talking about the events and actions of the characters. Retell a story using my own words. Use repeated refrains and common story</p>	<p>Express their ideas and feelings about experiences using full sentences, including the use of past, present and future tenses. Predict what might happen next in a story. Explain why something has happened in a story. Use language that orders events when retelling stories.</p>	<p>Engage with non-fiction texts. Listen to short information programmes in a larger group and maintain concentration throughout. Demonstrate understanding of something they have listened to by answering questions or talking</p>	<p>Demonstrate understanding of variety of prepositions and positional language. Demonstrate understanding of different instructions by performing the correct action or movement. Speak clearly and organise thoughts to</p>

	Use a range of connectives such as 'and', 'so' or 'but' to join ideas. Ask questions to find out information.	range of traditional tales, stories and poems.	language in imaginary play.	Use repeated refrains and common story language in imaginary play. Name and describe different characters that appear in a range of stories.	about what they have heard. Use description words to give more detail.	talk to others about their learning.
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Personal, Social and Emotional Development

Nursery	<p>Show interest in others play and begin to join in. Begin to form special friendships. Begin to separate from their main carer with support and encouragement. Begin to be more outgoing with unfamiliar people and in social situations. Know that I have feelings and am beginning to understand the feeling of others. Know some regular routines and understand some boundaries. Know how to ask an adult for help. Be able to feed their self and drink from a cup without a lid.</p>	<p>Seek out others to share experiences. Initiate play with others and keep play going. Separate from main carer and come into nursery independently. Select and use activities and resources with help. Accept the needs of others and am beginning to take turns and share resources. Adapt behaviour to changes in routine. Be able to take off and put on own shoes and socks. Know that they need an apron to do messy activities. Know that they need to wash my hands before</p>	<p>Play in small groups and share ideas with others with support. Listen to and respond to other people's ideas with support. Select and use activities and resources with some independence. Know how to talk to other children when they are playing. Know how to express their feelings appropriately and show some understanding for the feelings of others. Be able to take turns and share resources. Be able to fasten their coat independently. Know how to put on and remove aprons and</p>	<p>Play in small groups and share ideas with others. Listen to and respond other people's ideas. Welcome and value praise for what they have done. Be confident to speak and share ideas in a group. Adapt their behaviour to a range of situations and events. Follow nursery rules and understand why they must not do some things. Know that some plants and living things are harmful if touched or eaten.</p>	<p>Be able to explain their thinking to others. Ask simple questions. Speak to others about own needs, interests and opinions. Know some things they like and do not like. Show care and concern for others and the world around them. Solve some problems without aggression. Know some ways to stay safe in the sun.</p>	<p>Be able to resolve conflicts with others with support. Work as part of a team with support. Know some things that I am good at. Show pride in their achievements. Know how to speak kindly to other people and how to give praise to others. Know how to take care of their own and other people's possessions. Know some ways that they can keep fit and healthy. Know some things that are dangerous.</p>
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	<p>Take off and put on own coat.</p> <p>Be able to hang their coat on their peg.</p> <p>Show some independence with toileting and other aspects of self-care.</p>	<p>they prepare food or eat.</p> <p>Know some foods that are healthy and good for their body.</p>	<p>overalls with some independence.</p> <p>Know that they need a bike helmet before I get on a bike.</p>			
Ambitious Vocabulary	<p>Friend, feelings, happy, sad, angry, help, please, thank you, independent</p>	<p>My turn, your turn, clean, unclean, healthy, unhealthy, good, bad, body, stomach, hygiene, germs</p>	<p>I am feeling..., they are feeling..., fasten, button, zip, safe, safety,</p>	<p>I think, I don't think, harmful, poison, unwell,</p>	<p>I like, I do not like, who? What? When? Where? How?, are you ok? How are you?, I can, instead I could, safe, safety</p>	<p>I am good at..., pride, proud, praise, care, look after, respect, fit, healthy, exercise, danger, dangerous, risk, harm</p>
Reception	<p>Play in a group and take turns with others.</p> <p>Initiate a conversation and listen to what others say.</p> <p>Know how to resolve conflicts with adult support.</p> <p>Know how to be outgoing towards unfamiliar people and more confident in new situations.</p> <p>Show increasing confidence when speaking to others.</p> <p>Know some things that I am good at.</p> <p>Know that I have feelings and understand that</p>	<p>Be able to put on own coat and other outdoor clothing and shoes independently.</p> <p>Listen to other's ideas when I am playing and taking part in activities.</p> <p>Know how to resolve minor disagreements by listening to others.</p> <p>Speak confidently to others when I am playing and taking part in activities.</p> <p>Select and use activities and resources independently.</p> <p>Negotiate and solve some problems independently without aggression.</p>	<p>Be able to play cooperatively.</p> <p>Resolve conflicts through compromise.</p> <p>Take account of others' ideas when organising an activity.</p> <p>Speak about own opinions and interests in a group.</p> <p>Know how to say when they do or don't need help.</p> <p>Know how to find the things they need in the classroom.</p> <p>Know why it is important to have sensible amounts of 'screen time'.</p>	<p>Know how to take turns and share resources with others.</p> <p>Listen to others and begin to be able to plan how to achieve something without adult support.</p> <p>Use role play and large building equipment safely and with regard for the safety of others.</p> <p>Put equipment away safely when finished using it.</p> <p>Know why it is important to wash their hands before preparing or eating food.</p>	<p>Be able to take steps to resolve conflicts with others.</p> <p>Be able to carry out tasks and responsibilities in the classroom.</p> <p>Know that their actions affect other people.</p> <p>Talk about their own behaviour and its consequences.</p> <p>Know how to follow rules.</p> <p>Know how to stay safe in the sun.</p> <p>Know that some plants and living things are harmful if touched or eaten.</p>	<p>Be able to work as part of a team.</p> <p>Be able to explain own knowledge and understanding.</p> <p>Be able to show sensitivity to others' needs and feelings.</p> <p>Talk about things they are good at and things they would like to get better at.</p> <p>Show pride in their achievements and give praise to others.</p> <p>Behave appropriately in a range of situations.</p> <p>Know what is acceptable and</p>

	<p>other people have feelings too.</p> <p>Share equipment and take turns with others.</p> <p>Know that their own actions affect other people.</p> <p>Independently go to the toilet and wash their hands.</p> <p>Know how to be a safe pedestrian.</p> <p>Know how to eat using a knife and a fork.</p> <p>Talk about things I like and do not like.</p>	<p>Be able to work as part of a group.</p> <p>Know how to brush my teeth and why it is important.</p> <p>Know why it is important to have a good sleep routine.</p> <p>Independently put on aprons, overalls, boots and helmets when taking part in activities that require them.</p>	<p>Know some ways to stay safe online.</p>		<p>Show independence in most aspects of their daily life.</p> <p>Show some independence when dressing and undressing for PE.</p> <p>Know which foods are healthy for their body and why it is important to choose these to eat.</p> <p>Know how to stay fit and healthy through exercise and diet</p>	<p>unacceptable behaviour.</p> <p>Be able to play games with rules.</p> <p>.</p> <p>Be able to dress and undress for PE independently.</p>
Ambitious Vocabulary	<p>Friend, feelings, happy, sad, angry, help, please, thank you, independent, unhappy, frustrated, calm, love, upset, instead I could, like, dislike</p>	<p>My turn, your turn, clean, unclean, healthy, unhealthy, good, bad, body, stomach, hygiene, germs, routine, hygienic, rest, recuperate,</p>	<p>I am feeling..., they are feeling..., fasten, button, zip, safe, safety</p> <p>Cooperatively, compromise, opinion, interest, I agree, I disagree, I need some help to..., screen time, sensible, online safety, stranger, safe, unsafe</p>	<p>I think, I don't think, harmful, poison, unwell</p> <p>Plan, achieve, adapt, change, evaluate, safety, safe, unsafe, hygiene, hygienic</p>	<p>I like, I do not like, who? What? When? Where? How?, are you ok? How are you?, I can, instead I could, safe, safety</p> <p>Helper, responsibility, respect, I know that..., healthy, unhealthy, balanced diet, fit, exercise</p>	<p>I am good at..., pride, proud, praise, care, look after, respect, fit, healthy, exercise, danger, dangerous, risk, harm, I know that..., because, acceptable, unacceptable, rules, boundaries,</p>
Physical Development						
Nursery	<p><u>Gross Motor</u></p> <p>Use large muscle movements to wave flags and streamers, paint and make marks.</p>	<p><u>Gross Motor</u></p> <p>Use alternate feet to climb apparatus.</p> <p>Increasingly be able to remember movements</p>	<p><u>Gross Motor</u></p> <p>Develop their ball skills-throwing, kicking, rolling.</p> <p>Develop their balancing skills on and off small</p>	<p><u>Gross Motor</u></p> <p>Develop their balancing skills on and off large equipment and apparatus.</p>	<p><u>Gross Motor</u></p> <p>Develop riding skills-bikes and scooters.</p> <p>Respond to a start signal such as a whistle or bell.</p>	<p><u>Gross Motor</u></p> <p>Negotiate space safely when playing team games.</p> <p>Be able to adjust their speed and change</p>

	<p>Move safely within an area. Develop different ways of moving- running, walking, crawling, rolling etc.</p> <p><u>Fine Motor Skills</u> Pour using one hand and a jug and scoop sand using a spade. Know how to use a dustpan and brush to sweep. Be able to use some one handed equipment to make marks in a variety of ways.</p>	<p>and actions that are linked with music and rhymes.</p> <p><u>Fine Motor Skills</u> Be able to use their first finger and thumb to pick up small objects. Know how to thread beads onto a string. Draw or paint different lines and shapes using a variety of mark making tools.</p>	<p>equipment and apparatus.</p> <p><u>Fine Motor Skills</u> Use one handed equipment such as tweezers, tongs and pegs. Know how to weave and sew in and out. Be able to follow a line accurately using a pencil. Be increasingly independent when doing their own zips and fastenings.</p>	<p>Hold simple balances on large parts of their body. Use a range of large building equipment safely and with control- collaborate with other when needed. Tackle some obstacles, climb and get on and off equipment safely.</p> <p><u>Fine Motor Skills</u> Be able to open and close a pair of scissors using one hand. Hold a pencil using a tripod grip. Copy a variety of shapes and patterns using a pencil.</p>	<p>Understand the difference between running slow and fast.</p> <p><u>Fine Motor Skills</u> Pour and scoop accurately and with control. Use a range of small equipment safely and with control. Copy some numeral shapes.</p>	<p>direction to avoid obstacles. Choose the correct resources to carry out their own plan.</p> <p><u>Fine Motor Skills</u> Weave or sew accurately along a line. Write some recognisable numbers independently. Copy some letter shapes. Show a preference for a dominant hand.</p>
Ambitious Vocabulary	<p>Wave, large, round, straight, curved, movement, moving, run, walk, crawl, skip, roll, hop Pour, scoop, sweep,</p>	<p>Climb, left foot, right foot, pinch, pincer, thread, straight, curved, wavy, zig-zag</p>	<p>Ball, throwing, kicking, travel, rolling, balance, arms out for balance, pincer grip, weave, sew, in and out, up and down, trace,</p>	<p>Balance, names of some large apparatus, balance, stomach, knees, feet, bottom, obstacle, safe, safety, tripod grip, copy, trace</p>	<p>Riding, pedal, seat, handle bars, helmet, safe, safety, start, go, stop, get ready, slow, fast, copy, numeral rhymes</p>	<p>Space, team, altogether, one at a time, wait, turn, take turns, player, change speed, change direction, weave, sew, trace, follow,</p>
Reception	<p><u>Gross Motor</u> Show good control and co-ordination in large movements.</p>	<p><u>Gross Motor</u> Use basic techniques such as rolling and kicking to send an object to a target.</p>	<p><u>Gross Motor</u> Use a basic throwing action to throw and object.</p>	<p><u>Gross Motor</u> Move confidently in a range of ways, safely negotiating space both on and off large equipment.</p>	<p><u>Gross Motor</u> Run at slow and fast speeds in straight lines. Use two footed jumps over objects.</p>	<p><u>Gross Motor</u> Use equipment safely and with control when working individually or playing team games.</p>

	<p>Show good control and co-ordination in small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment effectively.</p> <p><u>Fine Motor</u> Use some small equipment and tools with independence. Hold a pencil correctly and have a dominant hand. Write some recognisable letters independently.</p>	<p>Send an object using both feet and hands. Know how to stop a ball using their feet with control. <u>Fine Motor</u> Use scissors to cut along a line. Sew and weave accurately around a shape. Write recognisable letters in a line from left to right. Fasten and unfasten zips, clips and buttons.</p>	<p>Be able to aim and throw a beanbag into a hoop. Aim and throw a beanbag or ball to a friend. Know how to catch a beanbag or ball.</p> <p><u>Fine Motor</u> Use most small equipment and one-handed tools independently. Write some letters using the correct formation and begin to write along a line. Fasten zips, clips and buttons on own clothing.</p>	<p>Balance in different ways. Perform basic rolling techniques. Travel in different ways on and off large equipment. Curl and stretch in different ways.</p> <p><u>Fine Motor</u> Use scissors to cut around a shape. Correctly form most lower-case letters and begin to demonstrate this when writing independently.</p>	<p>Know how to safely land when jumping. Perform simple routines using simple movement patterns.</p> <p><u>Fine Motor</u> Write some upper-case letters correctly and begin to demonstrate this when writing independently. Control the size of their letters and write along a line.</p>	<p>Travel in different ways and change speed and direction. Confidently use a range of large and small apparatus, alone and in a group.</p> <p><u>Fine Motor</u> Know that some letters sit on the line and some go under the line and begin to demonstrate this when writing along a line.</p>
<p>Ambitious Vocabulary</p>	<p>Wave, large, round, straight, curved, movement, moving, run, walk, crawl, skip, roll, hop Pour, scoop, sweep, Co-ordination, control, space, safely, equipment, perfect pencil grip, two fingers and a thumb</p>	<p>Climb, left foot, right foot, pinch, pincer, thread, straight, curved, wavy, zig-zag Roll, kick, target, goal, travel, send, receive, scissors, cut, snip, trace, sew, weave, join, fasten, unfasten,</p>	<p>Ball, throwing, kicking, travel, rolling, balance, arms out for balance, pincer grip, weave, sew, in and out, up and down, trace, Over arm, under arm, throw, aim, send, receive, catch</p>	<p>Balance, names of some large apparatus, balance, stomach, knees, feet, bottom, obstacle, safe, safety, tripod grip, copy, trace Space, equipment, safe, safely, curl, stretch, travel, move</p>	<p>Riding, pedal, seat, handle bars, helmet, safe, safety, start, go, stop, get ready, slow, fast, copy, numeral rhymes, snails-pace, lions-pace, steady, speedy, quick, rapid, change direction, space, straight line, two-footed jump, over, land, bent legs</p>	<p>Space, team, altogether, one at a time, wait, turn, take turns, player, change speed, change direction, weave, sew, trace, follow, Ascender, descender, middle letter, along the line</p>

Literacy						
Nursery	Recognise own name. Know the initial sound in their name and the names of others. Look at books independently and handle books carefully. Make marks that they understand.	Join in with repeated refrains and phrases in familiar stories. Know that print carries meaning and relays information Know that writing is different to drawing pictures.	Know some familiar refrains and phrases from traditional stories. Know some characters that appear in traditional stories. Begin to make marks to represent/write some letters in their name. Know how traditional stories begin and end.	Use initial sounds to match words to pictures. Mark make for lots of different purposes and demonstrate this in their play. Label or write about their pictures with marks that they understand.	Know that in English we read from left to right and top to bottom. Know how to retell a familiar story independently. Know that information can be found in non-fiction books or on a computer. Begin to write their name. Know how to write some other letters.	Use their knowledge of letters and sounds to begin to recognise labels, signs and captions. Know that words can be broken down into sounds. Know that letters correspond with the sounds they hear in words. Write some or all of their name. Write some letters accurately.
Ambitious Vocabulary	Name, sound, book, careful, read, reading, look, what can you see?, who are they?,	Once upon a time, happily ever after, repeated refrains from familiar stories, writing, letters, sounds, words, drawing, pictures, illustration	Traditional story, fairy tale, meaning, moral, character, hero, villain, setting, beginning, middle, end	Sound, match, start, listen, list, letter, postcard, card, label	Left to right, top to bottom, retell, first, next, after, finally, in the end, at the start, beginning, information, fiction, non-fiction. RWI letter rhymes	Recognise, sounds, fred-talk, fred-games, RWI Letter rhymes
Reception	Recognise the names of people in their immediate family. Know that words have sounds and that they can blend sounds to read a word.	Know how to continue a rhyming string. Know all the letters of the alphabet and their corresponding sounds. Use phonic knowledge to decode simple words.	Use phonic knowledge to decode simple words including some diagraphs. Know how to read some irregular high frequency words. Use phonic knowledge to read simple	Know how to order and retell the events in familiar traditional tales and stories. Know the familiar language and phrases associated with some traditional tales and stories.	Know how to use non-fiction books and computers to find out information. Use increasing phonic knowledge to read more complex words and sentences.	Recognise all the first 44 phonemes and use this knowledge when reading independently. Use a range of simple strategies to read unfamiliar stories and

	<p>Show an interest in books and reading and can talk about events in stories.</p> <p>Know how to write their name and the names of people who are important to them.</p> <p>Know that sounds are linked to letters of the alphabet.</p> <p>Write letters to communicate meaning.</p>	<p>Know how to segment words and write the correct letter for each sound in CV and CVC words.</p> <p>Use writing to convey meaning in a variety of different ways.</p> <p>Write simple words and phrases.</p>	<p>sentences independently.</p> <p>Know how to write all of the letters of the alphabet.</p> <p>Know how to write some diagraphs.</p> <p>Write simple sentences using phonic knowledge.</p> <p>Know how to label a picture.</p>	<p>Know the names of characters in a range of traditional tales and can talk about their characteristics.</p> <p>Use phonic knowledge when writing independently.</p> <p>Write about a familiar character.</p> <p>Write sentences to retell an event in a familiar story.</p>	<p>Know how to use semantic and syntactic knowledge to help understand unfamiliar vocabulary.</p> <p>Know how to spell lots of decodable hf words correctly.</p> <p>Know how to write a descriptive sentence.</p>	<p>non-fiction texts independently.</p> <p>Spell some irregular hf words correctly.</p> <p>Write a short series of instructions.</p> <p>Write phrases and sentences that can be read by others.</p> <p>Re-read what they have read to check it makes sense.</p>
Ambitious Vocabulary	<p>Name, sound, book, careful, read, reading, look, what can you see?, who are they?, Mummy, daddy, grandma/ granny/ nanny, grandad/ grandpa, sister, brother, name, blend, sound, fred-talk, what has happened? How do they feel? Word, sentence, RWI letter rhymes</p>	<p>Once upon a time, happily ever after, repeated refrains from familiar stories, writing, letters, sounds, words, drawing, pictures, illustration</p> <p>Rhyme, same sound, fred-talk read the word, spell, spelling, sound buttons, words, phrases, sentence special friends, fred-fingers</p>	<p>Traditional story, fairy tale, meaning, moral, character, hero, villain, setting, beginning, middle, end, Special friends, red words, 'You can't Fred red', read, fred-talk, sentence, finger space</p>	<p>Sound, match, start, listen, list, letter, postcard, card, label, order, retell, first, next, after, then, finally, once upon a time, character, characteristics, like, dislike, hero, villain, fred-fingers, start, middle, end</p>	<p>Left to right, top to bottom, retell, first, next, after, finally, in the end, at the start, beginning, information, fiction, non-fiction</p> <p>Description, descriptive, adjective, detail,</p>	<p>Recognise, sounds, fred-talk, fred-games, RWI Letter rhymes</p> <p>Instruction, steps, follow, order, first, next, after that, finally, re-read, proof-read, sense</p>
Mathematics						

<p>Nursery</p>	<p>Recognise different colours and select and match an object with the correct colour e.g. red, blue, yellow, orange, green, purple. Explore matching the same- colours, sizes, shapes. Explore sorting- size, colour, shape. Begin to identify how a group of objects has been sorted.</p>	<p>Have an in-depth knowledge of the numbers 1 and 2. Be able to subitise amounts of 1 or 2 on a dice or with arrangements of objects. Know that you should say one number for each item Know that the last number reached when counting a small set of objects tells you how many there are in total. Link numerals and amounts. Identify the patterns around them (colours, movements, objects) Continue and create AB patterns.</p>	<p>Have an in-depth knowledge of the numbers 3, 4 and 5 Be able to subitise amounts of 1, 2, 3, 4 or 5 on a dice or with arrangements of objects. Begin to understand the composition of numbers to 5. Link numerals to amounts up to 5. Know the name of some 2D shapes that have 3 sides Know the names of some 2D shapes that have 4 sides (squares and rectangles) Know the name of some 2D shapes that have 5 sides (pentagon) Experiment with their own symbols and marks as well as numerals.</p>	<p>Recite numbers past 5 and begin to represent these using objects. Know what 6 looks like on a ten frame, dice, number shape. Know that the last number reached when counting a small set of objects is the total number of objects (Cardinal principle) Make comparisons between objects relating to size, capacity, weight or length.</p>	<p>Describe a sequence of events (real or fictional). Begin to describe a sequence of events using words such as 'first' and 'then'. Understand position through words alone and can describe a familiar route. Discuss routes and locations using words such as 'behind' and 'in front of'. Know how to compare quantities using words such as 'more', 'less' or 'fewer' Talk about 2D and 3D shapes using informal mathematical language e.g. 'straight', 'round', 'flat', 'corners', 'sides'.</p>	<p>Sequence numbers to 5, knowing what comes before and after. Explore the composition of numbers up to 10 through songs, rhymes and stories. Solve real world mathematical problems. Use mathematical language in their play.</p>
<p>Ambitious Vocabulary</p>	<p>Recognise, colour, red, yellow, blue, purple, orange, green, match, same, sort, shape, size, round, straight, small,</p>	<p>1, 2, number, numeral, amount, subitise, dot arrangement, 1:1 correspondence, amount, pattern,</p>	<p>3, 4, 5, numeral, amount, number, subitise, dot arrangement, 1:1 correspondence,</p>	<p>Represent, 6, ten frame, dice, dot arrangements, numicon, compare,</p>	<p>First, then, after that, finally, in the end, on, under, next to, position, behind, in front of, compare, more, less,</p>	<p>Sequence, before, after, next, number track, composition, made up of, solve, maths problem,</p>

	big, large, 'it has been sorted by...'	colour, movement, next, repeat, after that, again, same	composition, made up of, 2D	height, length, weight, size, capacity	2D, flat, 3D, fat, straight, round, pointy, corner, side	
Reception	<p>Match, sort and compare Match objects that are the same. Sort objects into groups in different ways. Compare and order sets of objects.</p> <p>Talk about measure and patterns Compare objects according to size, mass and capacity. Copy, continue and create a simple repeating pattern.</p>	<p>It's Me 123! Make and identify representations of 1, 2, 3. Match the number names to numerals (1, 2, 3) and quantities. Count 1:1 up to 3. Compare representations of 1, 2, 3. Make 1, 2, 3 in different ways.</p> <p>Circles and triangles Know that circles have one curved side and triangles have 3 straight sides. Recognise circles and triangles in their environment. Use positional language to describe how items are positioned in relation to other items</p> <p>1,2,3,4,5 Count on and back to 5. Make and identify representations of numbers to 5.</p>	<p>Alive in 5! Know that zero or 0 means 'nothing there'. Compare numbers to 5. One more, one less Know different ways to make numbers to 5.</p> <p>Mass and Capacity Compare items to find the heaviest/lightest. Compare and measure the capacity of containers in simple ways Use some mathematical language when measuring and comparing the volume and capacity of containers</p> <p>Growing 6, 7, 8! Count 1:1 to 8. Know one more and one less to 8. Count on and back to 8. Know that a pair is two. Know how to combine two amounts to find how many altogether.</p>	<p>Length, height and time Describe length and height. Measure and compare items using objects as a measurement. Order and sequence important times in their day. Know that regular events happen on the same day each week and can use the correct vocabulary to describe when they happen (yesterday, today, tomorrow).</p> <p>Building 9 & 10 Count 1:1 to 10, forwards and backwards. Know how to represent 9 and 10 in different ways. Know how to compare numbers to 10. Know how to make 10 using 2 amounts (bonds).</p>	<p>To 20 and Beyond Build and identify numbers beyond 10. Count on and back beyond 10. Count on and back from different starting points.</p> <p>How many now Add more to change how many are in a group. Count all of the items I have to see how many there are altogether. Count on to find the total. Know that the quantity in a group can be changed by taking items away.</p> <p>Manipulate, compose and decompose Match, arrangements of shapes. Use positional language to describe where shapes are in relation to one another.</p>	<p>Sharing and grouping Know that double means 'twice as many'. Make doubles using objects. Know and say some doubles ('double 2 is 4'). Share items equally. Recognise and make equal groups. Know that some quantities can be shared equally into 2 groups and some cannot. Recognise odd and even numbers when using objects.</p> <p>Visualise, build and map Use positional language to describe where objects are in relation to other items. Construct models following instructions using positional language.</p>

		<p>Know one more and one less to 5.</p> <p>Shapes with 4 sides Know that squares and rectangles have 4 straight sides and 4 corners. Recognise squares and rectangles in their environment. Order events in their daily routine. Know what happens during the day and what happens at night.</p>		<p>Explore 3D Shapes Know which 3D shapes roll and why Know the names of some 3D shapes. Know some similarities and differences between different 3D shapes. Sort 3D shapes in different ways. Describe, continue and copy repeating patterns. Know what is the same and what is different in similar repeating patterns.</p>	<p>Know that shapes can be combined to make new shapes. Know that shapes can be separated to make new shapes.</p>	<p>Make simple maps and plans to represent places. Make connections Know how to solve problems involving numbers. Investigate the relationship between number and shape.</p>
<p>Ambitious Vocabulary</p>	<p>Recognise, colour, red, yellow, blue, purple, orange, green, match, same, sort, shape, size, round, straight, small, big, large, 'it has been sorted by...' group, grouping, compare, order, variety, different, mass, capacity, repeating pattern, pattern, same again, repeat, next, after that, then,</p>	<p>1, 2, number, numeral, amount, subitise, dot arrangement, 1:1 correspondence, amount, pattern, colour, movement, next, repeat, after that, again, same 3, 4, 5, count on, count back, one more, one less, bigger, smaller, more, less, most, least, order, routine, 2D, flat, circle, triangle, curved, straight, side, corner, environment, on top</p>	<p>3, 4, 5, numeral, amount, number, subitise, dot arrangement, 1:1 correspondence, composition, made up of, 2D Zero, more, less, compare, bigger, smaller, composition, made of, heaviest, lightest, measure, capacity, mass, 6,7,8, count on, count back, one more, one less, pair, two</p>	<p>Represent, 6, ten frame, dice, dot arrangements, numicon, compare, height, length, weight, size, capacity Time, day, days of the week, month, year, yesterday, today, tomorrow, then, before, after, order, sequence, measure, compare, order, height, length, 9, 10, subitise, compare, represent, composition, number</p>	<p>First, then, after that, finally, in the end, on, under, next to, position, behind, in front of, compare, more, less, 2D, flat, 3D, fat, straight, round, pointy, corner, side 11-20, count forward, count backwards, recognise, represent, how many now? Add, takeaway, addition symbol, subtract symbol, altogether, total, match, position,</p>	<p>Sequence, before, after, next, number track, composition, made up of, solve, maths problem Share, group, same, different, equal, unequal, odd, even, position, far away, close to, near, far, construct, model, instruction, first, next, then, finally, map, aerial, birds-eye view.</p>

		of, on, under, next to, in front of, behind, day, night	together, combine, altogether, first, then, now, number story, odd, even	bond. 3D, fat, roll, don't roll, slide, same, different, sort, describe, pattern, continue, repeat, pattern	above, below, to the side, combine, separated, decomposed	
Understanding the World						
Nursery	<p>Know the names of the people they live with.</p> <p>Know the names of adults they work with at school.</p> <p>Know the names of some children they like to play with.</p> <p>Know about babies and that they were once a baby.</p> <p>Know some things that they can do now that they could not do when they were younger.</p> <p>Talk about some things that they have experienced.</p> <p>Know that we are celebrating Harvest Festival at school.</p> <p>Know that people look different and that is ok.</p>	<p>Explore how things work</p> <p>Explore and talk about their exploration of different materials, using new vocabulary.</p> <p>Talk about the differences between materials and the changes they notice.</p> <p>Know about some festivals that are celebrated at this time of year eg. Bonfire Night, Diwali, Christmas</p> <p>Show interest in different occupations.</p> <p>Use their senses to explore different fruits and vegetables. Use new vocabulary to discuss what they have found.</p> <p>Talk about foods they like and dislike</p>	<p>Explore and talk about different forces they can feel e.g. water, magnets etc.</p> <p>Talk about the differences in people's appearances e.g. skin, hair etc.</p> <p>Know that there are different types of families.</p> <p>Know how different materials are used for different things e.g. building houses/ castles</p> <p>Know what happens to ingredients when we mix them together.</p> <p>Know that a house keeps us safe.</p> <p>Know about some festivals that are celebrated at this time of year eg. Pancake Day, Chinese New Year.</p>	<p>Plant seeds and learn how to care for them.</p> <p>Understand the key features of the lifecycle of a plant.</p> <p>Know the names of different minibeasts in the garden.</p> <p>Know the features of some different minibeasts and can talk about them.</p> <p>Know that minibeasts lay eggs.</p> <p>Know what different minibeasts eat.</p> <p>Observe creatures carefully and care for them.</p> <p>Know about Easter and how it is celebrated.</p>	<p>Know the names of some animals we might have as pets.</p> <p>Know some different ways we care for pets.</p> <p>Know some ways in which they have grown and changed since they started nursery.</p> <p>Know the basic features of the lifecycle of an animal- chick, frog, caterpillar.</p> <p>Begin to make sense of their own life-story and family history.</p>	<p>Talk about some different places they have visited with their family.</p> <p>Talk about some things they have experienced in different places they have visited.</p> <p>Know that there are different countries in the world.</p> <p>Know some things that they might see at the seaside.</p> <p>Explore how different materials float or sink.</p> <p>Explore pirates, boats and sea creatures.</p> <p>Talk about some things they remember doing at Nursery this year using language that reflects the passage of time.</p>
Ambitious vocabulary	Mummy, daddy, mother, father, sister, brother,	Work, mechanism, new, old, material,	Force, forces, water, magnets, air, spring,	Seed, care, plant, lifecycle, soil, first,	Pet, care, look after, gentle, safe, pet animal	Visit, holiday, abroad, plane, train, car,

	sibling, teacher, friend, friendship, baby, past, before, I could/ could not, I can, then, now, younger, grown up, harvest festival, giving, harvest, crops, help, charity, different, same,	shiny, soft, bright, dull, hard, rough, different, change, wet, dry, Bonfire Night, Diwali, Christmas, job, firefighter, police, vet, people who help us, community, senses, like, dislike, don't like	appearance, look, skin, hair, same, different, family, family members, material, use, building, construct, ingredients, mix, combine, house, safe, safety	next, then, again, minibeast, creepy, crawly, names of minibeasts, features, legs, head, body, antenna, eyes, eggs, observe, Easter, cross, new life, celebrate	names, lifecycle, again, cycle, life-story, history, grown, change, changed,	experience, country, seaside, pirate, boat, names of sea creatures, ocean, float, sink, success, reflect, 'I remember...', I liked, I disliked
Reception	<p>Know the names of adults in school that help them. Know how they have changed since they were a baby.</p> <p>Know some things about different adult roles in school.</p> <p>Know some things that make them unique.</p> <p>Know about similarities and differences in relation to friends and family.</p> <p>Know their way around school and know where different adults can be found.</p> <p>Explore the natural world around them.</p> <p>Recognise that people have different beliefs</p> <p>Know who in my local community can help me if I need help.</p>	<p>Know that we are in the season Autumn and what changes we can see outside.</p> <p>Know some features of the world- natural and manmade.</p> <p>Know some different things they might need to pack in a suitcase when visiting different places in the world.</p> <p>Name of the country they live in and the different names of some other countries in the world.</p> <p>Know where our school is located and what is around us.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Know that we are in the season winter and what changes can be observed outside.</p> <p>Know that people of different cultures and beliefs have special times and how they are celebrated.</p> <p>Comment on familiar things in the past- homes, school, transport etc.</p> <p>Compare and contrast characters from stories of other cultures.</p> <p>Know about the Chinese New Year.</p> <p>Know about other celebrations at this time of year- pancake day, valentines day</p> <p>Observe and interact with natural processes e.g. ice, lights etc.</p>	<p>Know that we are in the season of spring and what changes we can see outside.</p> <p>Know some differences between farming in the past and farming today.</p> <p>Know the names of some farm animals and the differences between male and females.</p> <p>Know the lifecycle of a chick.</p> <p>Know that animals give us produce and what it can be used for.</p> <p>Know some of the jobs that farmers do and how they are different in the past.</p> <p>Use books and the internet to find information.</p>	<p>.Sort and classify creatures according to their features.</p> <p>Know how minibeasts grow and develop over time.</p> <p>Know how to care for different minibeasts and what they need to thrive and where they are usually found (habitat).</p> <p>Know the lifecycle of a butterfly.</p> <p>Know how to care for our environment.</p> <p>Know how a plant grows and what it needs to survive.</p> <p>Know that plants can give us food and explore some of these using our senses.</p> <p>Use close observations to draw and label pictures of plants.</p>	<p>Know that we are in the season of summer and what changes can be observed outside.</p> <p>Know some ways in which they have grown and changed since they started in Reception.</p> <p>Talk about some things they remember doing in Reception this year using language that reflects the passage of time.</p> <p>Know how the Seaside has changed from the past.</p> <p>Know some differences in clothes worn in the past and clothes worn today.</p> <p>Know about rock pools and the creatures we might find.</p>

		<p>Know about the names of some festivals that are celebrated around the world at this time of year and can talk about how they are celebrated- Remembrance Day, Bonfire Night, Christmas. Discuss how Christmas is different to the past (toys). Comment on important figures from the past- Guy Fawkes, Ernest Shackleton.</p>	<p>Know some similarities between things in the past and now (toys/ birthday focus) Know about some other celebrations- weddings. Birthdays, christenings etc.</p>	<p>Record their observations in simple ways.</p>	<p>Know how food changes when it is cooked and observe and describe those changes Know about the Muslim festival Eid al-Fitr and some ways people celebrate this festival.</p>	<p>Know the different jobs people have at the Seaside. Comment on important figures from the past- Mary Anning. Talk about some things they might do and places they might go in the summer. Know about the festival of pride and why it is celebrated. Know what happens to food/ materials when they are cooled- observe and describe these changes.</p>
<p>Ambitious Vocabulary</p>	<p>Names of teachers, names of family members, teacher, headteacher, receptionist, classroom, office, baby, change, different, then, now, past, present, role, job, belief, Christian, Muslim, Jew, Hindu, religion, community, help, assistance, occupation, people who help, emergency services</p>	<p>Autumn, season, changes, natural, man-made, feature, suitcase, visit, travel, country, city, capital city, location, same, different, lifestyle, festival, Diwali, Remembrance Day, Guy Fawkes, Bonfire Night, Christmas, Boxing Day, Christmas Eve, Past, present, Ernest Shackleton</p>	<p>Winter, cold, dark, change, observe, culture, belief, celebration, past, present, compare, same, different, love</p>	<p>Spring, season, change, observe, farm, farming, past, present, male, female, lifecycle, chick, chicken, egg, produce, internet, safe, safety, names of farm animals,</p>	<p>Sort, classify, minibeasts, grow, develop, habitat, environment, survive, look after, care, protect, recycle, sustainability, produce, senses, observe, cook, combine, changes, Eid al-Fitr, Muslim, Islam, celebrate, festival, fast,</p>	<p>Summer, season, change, observe, grown, developed, changed, seaside, past, present, rock pools, rock pool creatures e.g. crabs, starfish etc., occupation, Mar Anning, fossil, old, relic, visit, abroad, Pride, celebrate, cool, ice, frozen</p>
<p>Expressive Arts and Design</p>						

<p>Nursery</p>	<p>Explore different materials freely, beginning to develop different ideas about how to use them and what to make.</p> <p>Join in simple nursery rhymes and songs.</p> <p>Use instruments to join in with music and singing.</p> <p>Engage in imaginative role-play based on their own first-hand experiences.</p> <p>Use a variety of tools to make marks.</p> <p>Listen with increased attention to sounds</p>	<p>Take part in pretend play, using objects to represent something else, even though they are not similar.</p> <p>Use available resources to create own props for role play.</p> <p>Begin to negotiate roles when role-playing with others.</p> <p>Explore making marks on different scales- small paper vs. big outdoor walls and floors.</p> <p>Begin to remember and sing entire songs</p> <p>Know how to respond to experiences in some creative ways.</p>	<p>Make imaginative and complex /'small worlds' with resources and construction kits.</p> <p>Combine different materials and resources when building.</p> <p>Know how to adapt their approach when something does not work.</p> <p>Discuss with an adult what they want to make and listen to suggestions and ideas from others.</p> <p>Use closed shapes and continuous lines to represent an object.</p> <p>Move their body in in response to music and talk about what they like.</p> <p>Join in with a steady pulse or beat.</p> <p>Engage in imaginative play alongside other children who are engaged in the same them</p>	<p>Begin to create complex stories within small world set ups.</p> <p>Use a variety of construction materials in different ways to build structures.</p> <p>Join materials in different ways when building structures.</p> <p>Copy a simple rhythm.</p> <p>Join in with musical activities that explore how sounds can be changed.</p> <p>Create closed shapes with continuous lines.</p> <p>Choose their own way to respond creatively to stories and stimuli.</p> <p>Work with their friends to retell a familiar story.</p>	<p>Drawing with increasing complexity and including details- a face with circles.</p> <p>Show different emotions in their drawings or paintings.</p> <p>Copy and continue rhythms and musical patterns.</p> <p>Use musical instruments carefully.</p> <p>Experiment with different colours, materials and textures when working creatively.</p> <p>Make decisions about ways to use a variety of media and materials.</p> <p>Move imaginatively in different ways.</p> <p>Observe and create simple representations of living things.</p>	<p>Create their own songs or improvise with a song they are familiar with.</p> <p>Explore colours and colour mixing.</p> <p>Move rhythmically in response to music.</p> <p>Use equipment safely when I am moving to music</p> <p>Use a variety of materials and resources to create and build obstacle courses and games.</p> <p>Show imagination in their movements and create their own movement patterns.</p> <p>Observe and create simple representations of objects</p>
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Ambitious Vocabulary	Material, create, make, use, what will you make?, instrument, singing, body actions, body percussion, imagination, imaginative, reality, realistic	Unrealistic, pretend, props, role-play, roles,	Small worlds, combine, scene, setting, adapt, change, evaluate,	Story, storyline, retell, first, second, then, next, finally, structures, join, joining techniques, Rhythm,	Details, features, facial features, emotions, smile, frown, grin, experiment, pattern, material, texture,	Lyrics, tune, improvise, colour mixing, represent,
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<p>Reception</p>	<p>Use simple tools when working creatively- pencils, pens, crayons, paintbrushes.</p> <p>Select appropriate resources for drawing and painting.</p> <p>Draw pictures of themselves and member of their family with some detail.</p> <p>Engage in role play alongside others based on their first-hand experiences.</p> <p>Know some familiar songs and rhymes.</p> <p>Tap out simple repeating rhythms.</p>	<p>Explore different tools for mark making- chalks, pastels, gel pens, stamper pens.</p> <p>Experiment with different materials and textures</p> <p>Use various construction materials.</p> <p>Construct with a purpose in mind.</p> <p>Combine different colours, materials and textures when working creatively.</p> <p>Talk about their ideas and the creative processes they have used.</p> <p>Engage in role-play cooperatively with others.</p> <p>Watch and talk about dance and performance-pantomime.</p> <p>Know how to find the beat in a song.</p> <p>Learn the words to some unfamiliar songs (Nativity)</p>	<p>Capture experiences and responses with a range of media.</p> <p>Talk about features of their own and others' work- famous artists.</p> <p>Discuss what they do or do not like about the work of others.</p> <p>Replicate simple pieces of artwork using their own processes.</p> <p>Explore different joining techniques and materials.</p> <p>Know an increasing number of familiar songs and rhymes.</p> <p>Introduce a narrative to their play and retell familiar stories through imaginary play.</p> <p>Create rhythms and musical patterns.</p> <p>Explore the different sounds of instruments.</p> <p>Begin to move in time with the music.</p>	<p>Create pictures of farm animals with detail- ears, nose, correct number of legs etc.</p> <p>Use a variety of materials and techniques to build and join things.</p> <p>Use a variety of materials to create different textures and effects.</p> <p>Observe and recreate details when I draw, paint and sculpt.</p> <p>Work cooperatively with others to develop and act out narratives.</p> <p>Know how to mix different secondary colours.</p> <p>Represent thoughts and feelings through movement and dance.</p> <p>Combine movements and gestures to make a simple dance sequence.</p>	<p>Use their knowledge of paint mixing to colour match and create different shades.</p> <p>Represent elements of the natural world with defining shapes, colours and textures.</p> <p>Develop own ideas through selecting and using materials and working on processes that interest.</p> <p>Know how to find out and make decisions about how media and materials can be combined and changed.</p> <p>Make use of props and materials when role-playing characters.</p> <p>Explore how instruments can be used to create different feelings and effects.</p>	<p>Explore using materials and tools to sculpt.</p> <p>Create something for a purpose (summer Fayre)</p> <p>Discuss how we could change or innovate our work to make it better.</p> <p>Share our creations, explaining the processes we have used (Art exhibition with work from throughout the year- Sketchbook shows)</p> <p>Adapt a familiar narrative or story through role play with peers or teachers.</p> <p>Perform songs, poems and rhymes with others.</p> <p>Know how to move in time with the music.</p>
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<p>Ambitious Vocabulary</p>	<p>Tools, pens, pencils, paintbrush, create, creative, select, choose, decision, why?, detail, features, facial features, role-play, experience, pretend, realistic, shapes</p> <p>Rhythm, pattern, repeating, body percussion, sound</p>	<p>Tools, experiment, material, texture, purpose, combine, why?, evaluate, discuss,</p> <p>Instruments, tune, music, perform</p>	<p>Discuss, evaluate, I like/ I dislike, joining techniques, push, stick, spin, narrative, retell, order, first, second, next, then, finally, once upon a time,</p>	<p>Detail, animal features, realistic, texture, effect, mix, secondary colour</p>	<p>Mix, shade, dark, light, darker, lighter, shapes, select, choose, adapt, combine, change, props</p>	<p>Sculpt, purpose, explain, retell, adapt, perform</p>
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<p>R.E Reception Based on Lincolnshire Agreed Syllabus</p>	<p><i>LAS Unit</i> Myself Introduce people who belong to a religious group.</p> <p>I know that different people and cultures have different religious beliefs I know the names of some different religions I know why Christians celebrate Harvest Festival</p>	<p><i>LAS Unit</i> Special People to Me Introduce people who are important to members of a religious group.</p> <p>Incarnation Why do Christians perform Nativity plays at Christmas?</p> <p>I know who Jesus was and why Christians believe he was special (inc. Christmas Story) I know who our local vicar is and have visited the church where they work I know about some different religious festivals celebrated at this time of year</p>	<p><i>LAS Unit</i> Our Special Books Introduce stories from religions and important books for members of a religious group. I know the names of some religious books and that people regard these books as being very special and important I know some stories from different religious traditions</p>	<p>Creation Why is the word 'God' so important to Christians? I know that Christians believe that God is important and special I know that the bible tells us that God created the heavens and the earth and all that live in them</p>	<p>Salvation Why do Christians put a cross in an Easter garden? I know why Christians celebrate Easter I know some of the different ways Easter is celebrated</p>	<p><i>LAS Unit</i> Our Beautiful World Introduce stories about creation and some beliefs about the natural world.</p> <p>I know some other creation stories from other traditions and faiths I know some ways that people can help to care for the earth and all plants and creatures that live on it</p>
<p>Ambitious Vocabulary</p>	<p>Religion, religious group, Muslim, Islam, Christian, Christianity, Jew, Judaism, Hindu, Hinduism, belief, same, cultures, celebration, festival, Harvest</p>	<p>Important, special, religious group, God, Jesus, Nativity, Christmas, Christmas story, Vicar, Festival</p>	<p>Story, Bible, Qur'an, Torah, special, important, tradition, belief</p>	<p>God, Christian, Bible, special, important, creation, Creation Story</p>	<p>Salvation, save, humanity, Easter, cross, new life, rise, Risen,</p>	<p>Creation, Creation story (Christian), Creation story (Hindu), natural world, care, protect, steward</p>
<p>PSHE Jigsaw</p>	<p>Being Me in my World Knowledge</p>	<p>Celebrating Difference Knowledge</p>	<p>Dreams and Goals Knowledge</p>	<p>Healthy Me Knowledge</p>	<p>Relationships Knowledge Know what a family is.</p>	<p>Changing Me Knowledge</p>

	<p>Know special things about themselves. Know that some people are different from themselves. Know how happiness and sadness can be expressed. Know that hands can be used kindly and unkindly. Know that being kind is good. Know they have a right to learn and play, safely and happily.</p> <p>Social and Emotional Skills Identify feelings associated with belonging. Identify feelings of happiness and sadness. Skills to play cooperatively with others. Be able to consider others' feelings. Be responsible in the setting.</p>	<p>Know what being proud means and that people can be proud of different things. Know that people can be good at different things. Know what being unique means. Know that families can be different. Know that people have different homes and why they are important to them. Know different ways of making friends. Know different ways to stand up for myself. Know the names of some emotions such as happy, sad, frightened, angry. Know that they don't have to be 'the same as' to be a friend. Know why having friends is important. Know some qualities of a positive friendship.</p> <p>Social and Emotional Skills</p>	<p>Know what a challenge is. Know that it is important to keep trying. Know what a goal is. Know how to set goals and work towards them. Know which words are kind. Know some jobs that they might like to do when they are older. Know that they must work hard now in order to be able to achieve the job they want when they are older. Know when they have achieved a goal.</p> <p>Social and Emotional Skills Understand that challenges can be difficult. Recognise some of the feelings linked to perseverance. Talk about a time that they kept on trying and achieved a goal. Be ambitious. Resilience.</p>	<p>Know the names for some parts of their body. Know what the word 'healthy' means. Know some things that they need to do to keep healthy. Know how to help themselves go to sleep and that sleep is good for them. Know when and how to wash their hands properly. Know what to do if they get lost. Know how to say No to strangers.</p> <p>Social and Emotional Skills Recognise how exercise makes them feel. Recognise how different foods can make them feel. Can explain what they need to do to stay healthy. Can give examples of healthy food. Can explain how they might feel if they don't get enough sleep.</p>	<p>Know that different people in a family have different responsibilities (jobs). Know some of the characteristics of healthy and safe friendship. Know that friends can sometimes fall out. Know some ways to mend a friendship. Know that unkind words can never be taken back and they can hurt. Know how to use Jigsaw's Calm Me to help when feeling angry. Know some reasons why others get angry.</p> <p>Social and Emotional Skills Can identify what jobs they do in their family and those carried out by parents/carers and siblings. Can suggest ways to make a friend or help someone who is lonely. Can use different ways to mend a friendship. Can recognise what being angry feels like.</p>	<p>Know the names and functions of some parts of the body. Know that we grow from baby to adult. Know who to talk to if they are feeling worried. Know that sharing how they feel can help solve a worry. Know that remembering happy times can help us move on.</p> <p>Social and Emotional Skills Can identify how they have changed from a baby. Can say what might change for them as they get older. Recognise that changing class can elicit happy and/or sad emotions. Can say how they feel about changing class/growing up. Can identify positive memories from the past year in school/home.</p>
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		<p>Identify feelings associated with being proud.</p> <p>Identify things they are good at.</p> <p>Be able to vocalise success for themselves and about others successes.</p> <p>Identify some ways they can be different and the same as others.</p> <p>Recognise similarities and differences between their family and other families.</p> <p>Identify and use skills to make a friend.</p> <p>Identify and use skills to stand up for themselves.</p> <p>Recognise emotions when they or someone else is upset, frightened or angry.</p>	<p>Recognise how kind words can encourage people.</p> <p>Feel proud.</p> <p>Celebrate success.</p>	<p>Can explain what to do if a stranger approaches them.</p>	<p>Can use Calm Me when angry or upset.</p>	
<p>Ambitious Vocabulary</p>	<p>Special, same, different, happiness, sadness, kind, unkind, friend, friendship, rights, feelings, co-operative, responsible,</p>	<p>Proud, pride, unique, family, home, friend, self-belief, emotions, different, quality, positive, success, similar, different,</p>	<p>Challenge, resilience, keep-trying, goal, kind, celebrate, successes, dream, occupation, job,</p>	<p>Head, body, arms, legs, feet, healthy, unhealthy, sleep, wash hands, teeth, hygiene, hygienic, lost, stranger, no, help</p>	<p>Responsibilities, jobs, friendship, characteristics, fall out,</p>	<p>Function, body parts, brain, lungs, heart, stomach, grow, develop, change, solve, worry</p>