

## EYFS Overview CLF 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	Link to Year 1
<b>Communication and Language</b>								
<b>Listening, Attention and Understanding</b>	<p>I am learning how to listen carefully and understand why it is important.</p> <p>I am learning to follow simple instructions.</p> <p>I am learning to take turns to speak when talking to others.</p> <p>I am learning good listening behaviours at school</p> <p>I am learning to sit and listen to a story.</p> <p>I am learning to listen and remember new vocabulary.</p>	<p>I am learning to listen to and understand questioning; such as how and why questions.</p> <p>I am learning to engage in story times and learn rhymes, poems and songs.</p> <p>I am learning to engage with non-fiction books.</p> <p>I am learning familiar stories.</p> <p>I am learning to listen carefully so that I understand what has been read or discussed in small group and/or during whole class discussions.</p> <p>I am learning to listen carefully during conversations, taking turns with others.</p>	<p>I am learning to listen attentively so that I can respond to what I have heard appropriately e.g. asking relevant questions, making comments or by actions to clarify my understanding.</p> <p>I can retell a familiar story using key vocabulary.</p> <p>I can listen carefully to a non-fiction text to deepen my knowledge using new key vocabulary.</p>	<p>I am learning to confidently retell and order a familiar story independently.</p> <p>I am learning to listen carefully so that I can respond to what I have heard by explaining my thoughts and saying what I think in full sentences.</p> <p>I can listen carefully to a non-fiction text and share my knowledge with others using key vocabulary.</p>	<p>I am learning to understand how to answer questions (such as who, what, where, when, why and how) in more detail and using full sentences.</p> <p>I can listen carefully to and use past, present and future tenses and conjunctions when speaking to others.</p>	<p>I am learning to have meaningful conversations with adults and my friends with back-and-forth exchanges</p> <p>I am learning to follow more complex instructions</p> <p>I can listen attentively and respond to what I hear with relevant questions to clarify my understanding</p> <p>I can listen attentively and use comments and actions, during whole class discussions and small group interactions, confidently and in greater detail to discuss what I have heard.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what I have heard and ask questions to clarify my understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with my teachers and peers.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Ask relevant questions.</p> <p>Maintain attention and actively participate.</p>

<p><b>Speaking</b></p>	<p>I am learning to talk about what I am thinking.</p> <p>I am learning to say what I need and how I feel e.g. 'Please can you help me?', 'I am feeling sad today'.</p> <p>I am learning to answer simple questions.</p> <p>I am learning to speak in simple sentences.</p> <p>I am learning important social phrases e.g. 'Good morning', 'Goodbye', 'Please', 'Thank you', and 'Will you play with me?'</p>	<p>I am learning to use talk to express myself and my ideas with familiar adults/friends and in a small group.</p> <p>I am learning to talk about familiar stories, rhymes and non-fiction texts.</p> <p>I am learning to use talk to connect ideas and actions together using a range of connectives.</p> <p>I can describe familiar events in some detail.</p> <p>I can ask simple questions to find out more information and to check my understanding.</p> <p>I am learning to use new vocabulary throughout my day.</p> <p>I am learning to join in with rhymes, poems and familiar songs.</p> <p>I am learning to participate in 1:1 or small group discussions.</p>	<p>I am learning to use detailed talk to express myself and my ideas or what I have heard during whole class discussions.</p> <p>I am learning to use the present tense when speaking.</p> <p>I am learning to articulate my ideas and thoughts confidently in well-formed sentences.</p> <p>I am learning to use talk to help work out problems, organise my thinking and activities, and explain how things work and why they might happen to adults 1:1, in small groups or during whole class discussions.</p> <p>I am learning to use new vocabulary in different contexts.</p> <p>I am learning to use talk to retell familiar stories.</p> <p>I am learning to confidently participate in whole class discussions.</p>	<p>I am learning to explain events that have already happened in detail using the past tense, including some irregular past tense verbs.</p> <p>I am learning to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>I am learning to retell familiar stories using ordering vocabulary such as <i>first, next, then, after that and finally</i>.</p>	<p>I am learning to use talk to organise, sequence and clarify thinking, ideas, feelings and events using the appropriate tenses.</p> <p>I participate in small group, whole class and 1:1 discussion, offering my own ideas,</p> <p>I can ask a variety of questions to find out more information and to check my understanding of what I have heard, seen and/or experienced.</p>	<p>I am learning to talk in full detailed sentences using a range of tenses.</p> <p>I participate in small group, whole class and 1:1 discussion, offering my own ideas, using recently introduced vocabulary confidently.</p> <p>I am learning to express ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Participate in small group, whole class and 1:1 discussion, offering my own ideas and using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express my own ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p>	<p>Use relevant strategies to build on vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	Link to Year 1
<b>Personal, Social and Emotional Development (PSED)</b>								
<b>Self-Regulation</b>	<p>I am learning to recognise and talk about feelings (happy, sad, angry).</p> <p>I am learning to focus during short activities.</p> <p>I am learning my daily routine and to follow simple instructions.</p> <p>I am learning to explore my class environment and choose from a range of activities.</p> <p>I am learning to separate easily from parents/ carers.</p> <p>I am learning to take part in adult-led activities.</p> <p>I am learning to be polite and friendly to other adults and children in my class.</p> <p>I am learning to go to the toilet independently.</p> <p>I am learning to share and take turns with support.</p>	<p>I am learning to recognise a wider range of feelings and talk about my own feelings (happy, sad, angry).</p> <p>I am learning to recognise feelings in others.</p> <p>I am learning to look at and try new activities.</p> <p>I am learning to keep trying even when things are difficult.</p> <p>I am learning that I am valuable individual and important member of our class.</p> <p>I am learning how to make friends.</p> <p>I am learning to manage my own needs e.g. putting on a coat and doing up my own zip.</p>	<p>I am learning to focus during longer whole class lessons.</p> <p>I am learning to express my feelings and consider the feelings of others e.g. turn taking with a timer.</p> <p>I am learning to show resilience and perseverance in the face of challenges.</p> <p>I am learning to share and take turns independently.</p>	<p>I am learning to identify and moderate my own feelings socially and emotionally.</p> <p>I am learning to recognise what I am good at and what I would like to improve.</p> <p>I am learning to think about the perspectives of others.</p> <p>I am learning about the importance of healthy food choices.</p>	<p>I am learning to regulate my behaviour when appropriate.</p> <p>I am learning to work towards goals and challenges.</p> <p>I am learning to focus for longer periods of time.</p> <p>I am learning to follow complex instructions.</p>	<p>I am learning to be patient and compassionate to myself and others.</p> <p>I am learning to set my own goals and challenges.</p> <p>I am learning to be proud of all I have achieved this year.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Identify good and not so good feelings.</p> <p>Develop a vocabulary to describe feelings to others.</p> <p>Use simple strategies to manage feelings.</p> <p>Recognise and celebrate strengths.</p> <p>Behavioural expectations.</p> <p>Learning behaviours.</p>

<p><b>Managing Self</b></p>	<p>I am learning our class rules and will follow them with support.</p> <p>I am learning to follow simple instructions.</p> <p>I am learning to go to the toilet and wash my hands independently or with minimal support and reminders.</p> <p>I am learning to get a sand timer if I want to share or play with a toy another child has.</p> <p>I am learning where my belongings go in our classroom, and I will look after them.</p> <p>I am learning which area to tidy up and to choose it, use it and put it back where it belongs.</p> <p>I am learning how to use equipment and toys appropriately.</p> <p>I am learning to say if I need help.</p>	<p>I am learning to try new activities.</p> <p>I am learning to be independent about what I need e.g. to put my all in one on at lunch time or to wear an apron in class.</p> <p>I am learning to follow the class routine and rules independently.</p>	<p>I am learning to be resilient and persevere in the face of a challenge.</p> <p>I am learning to explain why we have our class rules.</p> <p>I am learning to independently get ready for lunchtime OPAL play.</p> <p>I am learning to understand the importance of online safety.</p>	<p>I am learning to be proud when I keep on trying even when things are difficult.</p> <p>I am learning to find solutions without adult input.</p> <p>I am learning to talk about what is right and what is wrong.</p> <p>I understand the importance of being healthy.</p>	<p>I am learning to demonstrate independence throughout my school day.</p> <p>I am learning to manage my own basic needs independently.</p>	<p>I am learning to show a 'can do' attitude, showing reliance and perseverance even when things are difficult.</p> <p>I am learning to explain and follow rules in the classroom and around the school.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave Accordingly.</p> <p>Manage my own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Behavioural expectations.</p> <p>Learning behaviours.</p> <p>Community.</p> <p>Science - identifying and labelling parts of the human body, staying healthy, making healthy choices.</p> <p>DT - cooking and nutrition e.g. Eatwell plate.</p>
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<p><b>Building Relationships</b></p>	<p>I am learning to make friends.</p> <p>I am getting to know my adults in the classroom.</p> <p>I am learning to seek support from adults if needed.</p> <p>I am learning to speak to other children in class and adults.</p> <p>I am learning to say how I am feeling.</p> <p>I am learning my friend's names.</p>	<p>I can play with one or more children, sharing ideas.</p> <p>I am learning to listen to my friends during play.</p> <p>I have formed good relationships with the class teacher and familiar adults in the class.</p> <p>I am learning to say what I need and want.</p> <p>I am learning to talk about my ideas and interests with friends and familiar adults.</p>	<p>I am beginning to develop friendships and play with a small group.</p> <p>I am learning to use taught strategies to support turn taking.</p> <p>I am learning to show friendly behaviour in the classroom.</p> <p>I am learning to show sensitivity towards my friends and adults.</p> <p>I have formed good relationships with other adults and children around the school.</p>	<p>I am learning to listen to the ideas of other children, to agree on a solution and compromise to resolve conflict using words.</p> <p>I have developed strong friendships.</p> <p>I am learning to recognise how others are feeling and respond accordingly.</p>	<p>I am learning to work as a group with others.</p> <p>I am learning to play with others, take turns and share without adult prompt in a larger group.</p>	<p>I am learning to confidently communicate with adults around the school.</p> <p>I am learning to develop positive friendships.</p> <p>I am learning to be aware and sensitive of the needs of others.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to my own and to others' needs.</p>	<p>Learning behaviours.</p> <p>Behavioural expectations.</p> <p>Friendships.</p> <p>Relationships.</p> <p>Feelings.</p> <p>Empathy.</p> <p>Learning behaviours.</p> <p>Feelings and empathy.</p>
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<b>Physical Development (PD)</b>								
<b>Gross Motor Skills</b>	<p>I am learning to move safely in the classroom, playing outside and moving around the school.</p> <p>I am learning to practice and develop skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>I am learning to climb on a climbing frame.</p> <p>I am learning to further develop skills to manage my school day e.g. lining up, queuing and managing personal hygiene with support.</p> <p>I am learning to sit or kneel on the carpet for short periods of time.</p> <p>I am learning to sit safely at a table.</p> <p>I am learning to take part in handwriting movements e.g. balancing like a flamingo or galloping like a horse.</p> <p>I am learning about being a safe pedestrian when walking out of the school grounds.</p>	<p>I am learning to explore different ways to travel using equipment.</p> <p>I am learning to negotiate obstacles; climbing over, under, and going through.</p> <p>I am practicing developing my control over my body strength, co-ordination, balance and agility.</p> <p>I am learning to slow down at times to consider others around me.</p>	<p>I am learning to use a ball in different ways e.g. throwing, kicking, passing and aiming.</p> <p>I am learning to balance on a variety of equipment and jump and climb confidently.</p> <p>I am learning to move fluently with control and grace.</p> <p>I am learning to move energetically, e.g. running, jumping, dancing, hopping, skipping and climbing with control.</p> <p>I am learning about being a safe pedestrian when on a school trip.</p>	<p>I am learning to catch and throw, aim and kick with control with competence, precision and accuracy when using a ball.</p> <p>I am learning to combine different dance movements with fluency.</p> <p>I am learning about being healthy e.g. the importance of regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', and having a good sleep routine.</p>	<p>I am learning to travel around obstacles safely and with confidence and imagination (running, skipping, hopping, jumping, climbing), communicating ideas through movement.</p> <p>I am learning to negotiate space and obstacles safely and confidently, with consideration for myself and others e.g. saying, 'Stand clear please'.</p> <p>I am learning to show more control when demonstrating strength, balance and coordination during playing.</p>	<p>I am learning to play by the rules and develop strength, balance and coordination.</p> <p>I am learning to take part in Sports Day activities.</p> <p>I am learning to move safely in the classroom and around school independently.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Negotiate space and obstacles safely, with consideration for myself and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically e.g. running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Master basic movements.</p> <p>Participate in team games.</p> <p>Developing ball skills.</p>

<p><b>Fine Motor Skills</b></p>	<p>I am learning to begin to use the tripod grip when using mark making tools.</p> <p>I am learning to use cutlery appropriately.</p> <p>I am learning to show a preference for a dominant hand.</p> <p>I am learning how to hold scissors correctly and make snips in paper.</p> <p>I am learning to make pre-writing shapes with a pen.</p> <p>I am learning to explore different tools in class with support.</p> <p>I am learning to join in with my handwriting exercises.</p>	<p>I am learning to show good pencil control when mark-making and drawing e.g. drawing lines, circles and simple shapes.</p> <p>I am learning to use the tripod grip on my pen with minimal support and reminders.</p> <p>I am learning to have a go cutting and chopping up my lunch.</p> <p>I am learning to use scissors to cut straight and curved lines.</p> <p>I am learning to draw with care.</p>	<p>I am learning to handle tools effectively.</p> <p>I am learning to use scissors to cut complex lines and shapes.</p> <p>I am learning to form recognisable letters.</p> <p>I am learning to start adding more detail to my drawings.</p>	<p>I am learning to use a wide range of tools correctly.</p> <p>I am learning to hold a pencil effectively in preparation for fluent writing with minimal reminders.</p> <p>I am learning to use a variety of paintbrushes.</p>	<p>I am learning to hold scissors correctly and cut accurately.</p> <p>I am learning to hold a pencil effectively using the tripod grip independently.</p> <p>I am learning to use a range of small tools independently.</p> <p>I am learning to show accuracy and care when drawing.</p>	<p>I am learning to hold a pencil effectively for fluent writing using the tripod grip independently.</p> <p>I am learning to use a range of small tools, including scissors, paint brushes and cutlery competently.</p> <p>I am learning to write correctly formatted letters.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly using the tripod grip.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the correct place.</p> <p>To use a range of materials creatively and develop a wide range of art and DT techniques.</p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p>
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<b>Literacy</b>								
<b>Comprehension</b>	<p>I am learning to recite some familiar rhymes and songs</p> <p>I am learning to listen to stories, non-fiction books, rhymes and poems for pleasure.</p> <p>I am learning how to hold and turn pages in a book and know where to start reading from.</p> <p>I am learning about the title and blurb.</p>	<p>I am learning to revisit stories and books for my own pleasure.</p> <p>I enjoy sharing poems and rhymes together.</p> <p>I am learning to talk about my favourite characters, the story setting and retell familiar stories simply.</p> <p>I am learning new vocabulary from stories and other texts.</p> <p>I am learning to answer simple questions about the story and/or texts I have listened to.</p>	<p>I am learning how the pictures relate to the story, and I am learning to point to parts of the text in answer to questions.</p> <p>I am learning to read a familiar text aloud to myself, remembering the words I have heard.</p> <p>I am learning to anticipate what happens in the story.</p> <p>I am beginning to use pictures in texts that give clues and cross reference to support my reading.</p> <p>I am learning to talk about the front cover of books and anticipate what the text might be about.</p>	<p>I am learning to recognise the feelings of characters in texts I listen to.</p> <p>I am learning to answer more complex questions about what I have read.</p> <p>I join in with a familiar text, remembering and using the words I have heard.</p> <p>I am learning to use newly learned vocabulary in my discussions about stories, non-fiction, rhymes and poetry.</p>	<p>I am learning to understand the feelings of characters in texts I listen to when the text does not explicitly say so.</p> <p>I am learning about the feel and mood of a setting, such as a scary forest or a funny event.</p> <p>I am learning to recall key facts from a story which has been read to me.</p> <p>I am learning to use newly learned vocabulary in my role play.</p> <p>I am learning to use ideas from previous stories tell my own stories.</p>	<p>I am learning to demonstrate my understanding of stories through class discussions, retelling activities, story telling and my role play.</p> <p>I am learning to confidently guess what will happen in the story without prompts.</p> <p>I am learning new story vocabulary in my discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Demonstrate an understanding of what has been read to me by re-telling stories and narratives using my own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role-play.</p>	<p>Become familiar with key stories and be able to re-tell them.</p> <p>Drawing in what I know about vocabulary learned.</p> <p>Recognise and join in with predictable phrases.</p> <p>Participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>

<p><b>Word Reading</b></p>	<p>I am learning to hear and says the initial sounds in words.</p> <p>I am learning to orally blend and segment simple CVC words.</p> <p>I am learning to recognise and read my name.</p>	<p>I am learning to recognise and say the sounds for some letters.</p> <p>I am learning to orally blend and segment simple CVC words.</p> <p>I am learning to read a few common exception words.</p>	<p>I am learning to recognise and say the sounds for many letters.</p> <p>I am learning to read short words made up of known letters.</p> <p>I am beginning to read labels in the environment.</p> <p>I am learning to find common exception words in a sentence.</p>	<p>I am learning to recognise some digraphs.</p> <p>I am learning to read short phases and sentences with support.</p> <p>I am enjoying re-reading books to build up my confidence.</p>	<p>I am learning many Phase 3 sounds.</p> <p>I am learning to read short phases and sentences independently.</p> <p>I am learning to recognise common exception words in my books.</p> <p>I am enjoying re-reading books to build up my fluency.</p> <p>I am learning to re-read my own sentences with support.</p>	<p>I am learning to recognise a minimum of 10 digraphs independently.</p> <p>I am learning to underline digraphs in a word.</p> <p>I am learning to blend longer words.</p> <p>I am learning to read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p> <p>I am learning to re-read my own sentences independently to check it makes sense.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with my phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>	<p>Respond speedily with the correct phoneme to graphemes including alternative graphemes.</p> <p>Apply phonic knowledge and skills to decode by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read books aloud, accurately, that are consistent with my phonic knowledge.</p> <p>Re-read books to develop fluency and confidence in word reading.</p> <p>Read Yr1 CEWs.</p>
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<p><b>Writing</b></p>	<p>I am learning to make marks and give them meaning.</p> <p>I am beginning to imitate the act of writing e.g. in the role play area.</p> <p>I am learning to write pre-writing shapes.</p> <p>I am learning to hold my pen in a tripod grip ready to write.</p> <p>I am learning the different between writing and drawing.</p> <p>I am learning to hear to initial sounds in words.</p> <p>I am learning to write my name with my name card.</p>	<p>I am learning that we write left to right.</p> <p>I am learning which is my dominate hand.</p> <p>I am learning to write some recognisable letters.</p> <p>I am learning to connect the sound to the letter and use them to represent words e.g. 'm' for 'mummy'.</p> <p>I am learning to segment simple CVC words.</p> <p>I am beginning to understand the concept of a word.</p> <p>I am learning to write my name without my name card.</p>	<p>I am learning to use a tripod grip to form letters.</p> <p>I am learning to write recognisable lower-case letters.</p> <p>I am becoming aware of the existence of spaces between words and the purpose of these.</p> <p>I am learning to segment and write simple CVC words.</p> <p>I am learning to compose a simple sentence.</p>	<p>I am learning to use a tripod grip to accurately and effectively form letters.</p> <p>I am learning to write recognisable lower-case letters with increasing correct letter formation.</p> <p>I am learning to write recognisable lower-case and upper-case letters with increasing correct letter formation.</p> <p>I am beginning to write a simple phrase or caption by sounding out and writing the corresponding letters in simple words.</p> <p>I am beginning to add spaces between each word in the phrase and it can be read by others.</p> <p>I am writing some common exception words using a word mat if I need support.</p> <p>I am learning about the use of full stops.</p>	<p>I am learning to make phonetically plausible attempts at writing longer, more complex words by chunking them.</p> <p>I am learning to include some digraphs and trigraphs in my writing.</p> <p>I am developing a handwriting style that is fast, accurate and efficient.</p> <p>I am learning to say my sentence out loud before writing it.</p> <p>I am learning to write a simple sentence, which contains spaces between each word and can be read by others.</p> <p>I am beginning to show an understanding that sentences begin with a capital letter and end with a full stop.</p> <p>I am beginning to read my sentence to check that it makes sense.</p>	<p>I am learning to include some digraphs and trigraphs in my writing; which are usually correct.</p> <p>I am writing many common exception words.</p> <p>I am learning to write for a range of purposes e.g. writing a list, instructions, a card, a recipe or a story.</p> <p>I am learning to write sentences most of which have a capital letter, use finger spaces and end with a full stop.</p> <p>I am learning to read and understand my writing.</p> <p>Others can read my writing.</p> <p>I am learning to challenge myself to write more than one sentence.</p> <p>I am forming my lower-case and capital letters correctly.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Develop a fluent handwriting style.</p> <p>Correct letter formation.</p> <p>Know the letters of the alphabet and their link to sounds.</p> <p>Spell words using the known grapheme and phoneme correspondences.</p> <p>Spell Yr1 CEWs.</p> <p>Compose sentences orally.</p> <p>Re-reading what has been written to ensure accuracy and meaning.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	Link to Year 1
<b>Maths</b>								
<b>Number</b>	<p>I am gaining a deep understanding of numbers 1 - 3.</p> <p>I am learning to subitise up to 3.</p> <p>I can subitise sounds and actions.</p> <p>I am learning to count objects, actions and sounds up to 5 using our counting rules.</p> <p>I am learning that numbers are made up of 1s.</p> <p>I am learning different ways to make number 2,3 and 4.</p> <p>I am learning to use fast fingers to make numbers on my hand.</p>	<p>I am gaining a deep understanding 1-5.</p> <p>I am learning about the number 5.</p> <p>I am learning that there are 5 fingers on my hand.</p> <p>I am learning what 5 looks like on the dice.</p> <p>I am learning about parts of a whole number and the composition of 3-5.</p> <p>I am learning to use both of my hands to make different numbers.</p>	<p>I am gaining a deep understanding of numbers 1-7.</p> <p>I am learning to subitise to 5 using a dice pattern.</p> <p>I am revising how to make 5.</p> <p>I am learning that 6 is made of 5 and a bit.</p> <p>I am learning that 7 is 5 and a bit more e.g. 5 + 2.</p>	<p>I am gaining a deep understanding of number 8.</p> <p>I am learning about doubling.</p> <p>I am learning that doubles are made of 2 equal parts.</p>	<p>I am learning to subitise to 6.</p> <p>I am learning 5 + 5 makes 10.</p> <p>I am learning to play track counting games.</p>	<p>I am learning to subitise with a 'Rekenrek'.</p> <p>I am learning to automatically say how to make 5.</p> <p>I am learning to have a deep understanding of numbers to 10 and the composition of each number.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Identify and represent numbers using concrete and pictorial representations.</p> <p>Read and write numbers to 20 in numerals.</p> <p>Represent and use number bonds and related subtraction facts with 20.</p> <p>Solve one-step problems that involve addition and subtraction; using concrete and pictorial representations.</p>

<p><b>Numerical Patterns</b></p>	<p>I am gaining a deep understanding of numbers 1 - 3.</p> <p>I am learning that numbers are made up of 1s.</p> <p>I am learning to compare numbers just by looking using 'more than and fewer than' vocabulary.</p> <p>I am learning different ways to make number 2,3 and 4.</p> <p>I am learning to count to 10.</p>	<p>I am gaining a deep understanding 1-5.</p> <p>I am learning to compare numbers using equal vocabulary.</p> <p>I am learning about parts of a whole number and the composition of 3-5.</p> <p>I am learning to count to 20 with support.</p> <p>I am learning to match numerals to their quantities within 10.</p> <p>I am learning to use both of my hands to make different numbers.</p>	<p>I am gaining a deep understanding of numbers 1-7.</p> <p>I am learning to count, focusing on a one more staircase pattern.</p> <p>I am revising how to make 5.</p> <p>I am comparing quantities using 6 and 7 and unequal vocabulary.</p> <p>I am learning that 6 is made of 5 and a bit.</p> <p>I am learning that 7 is 5 and a bit more e.g. <math>5 + 2</math>.</p> <p>I am learning to count to 20 independently.</p>	<p>I am gaining a deep understanding of number 8.</p> <p>I am learning to order numerals 1-8 using a staircase pattern to show one more.</p> <p>I am revising 'less than' vocabulary when comparing numbers.</p> <p>I am learning about doubling.</p> <p>I am learning that doubles are made of 2 equal parts.</p> <p>I am learning about odd and even numbers using the 'flat top' rule.</p> <p>I am learning to sort out odd and even numbers.</p> <p>I am learning to count beyond 20.</p>	<p>I am learning count larger sets of objects.</p> <p>I am learning to subitise to 6.</p> <p>I am learning <math>5 + 5</math> makes 10.</p> <p>I am learning to play track counting games.</p> <p>I am learning to share equally.</p>	<p>I am learning to compare number to 10.</p> <p>I am learning to have a deep understanding of numbers to 10 and the composition of each number.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Count to and across 100.</p> <p>Read and write numbers from 1 to 20 in numerals.</p> <p>Identify one more or less.</p> <p>Find a half and recognise it as being one of two equal parts of an object.</p>
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<p><b>Shape, Space and Measure</b></p>	<p>I am learning to match pictures and objects.</p> <p>I am learning to identify a set.</p> <p>I am learning to sort different types of objects.</p> <p>I am learning about sorting techniques and rules.</p> <p>I am learning to compare size.</p> <p>I am learning to about mass and how to compare mass.</p> <p>I am learning about simple patterns.</p> <p>I am learning to copy and continue to simple pattern.</p> <p>I am learning to create a simple pattern.</p>	<p>I am learning to identify a circle.</p> <p>I am learning a circle has a curved side and no corners.</p> <p>I am learning to identify a triangle.</p> <p>I am learning that a triangle can sometimes look a bit different, but they all have 3 corners and 3 sides.</p> <p>I am learning to compare circles and triangles.</p> <p>I am learning to find circles and triangles in my environment.</p> <p>I am learning what position is and how to describe it.</p> <p>I am learning to name shapes with four sides.</p> <p>I am learning about squares and rectangles.</p> <p>I am learning about day and nighttime routines.</p>	<p>I am learning to compare mass and find a balance.</p> <p>I am learning about capacity.</p> <p>I am learning to compare containers of different capacities.</p>	<p>I am learning about length.</p> <p>I am learning to compare length.</p> <p>I am learning about height.</p> <p>I am learning to compare height.</p> <p>I am learning about time.</p> <p>I am learning about how to order and sequence time.</p> <p>I am learning to name and recognise 3d shapes.</p> <p>I am learning to find 2D shapes in 3D shapes.</p> <p>I am learning to find 3D shapes in the environment.</p> <p>I am learning to identify, copy and continue complex patterns.</p> <p>I am learning to find patterns in the environment.</p>	<p>I am learning select shapes for a purpose.</p> <p>I am learning to rotate and manipulate shapes.</p> <p>I am learning to compose and decompose shapes.</p> <p>I am learning to copy a 2D shape picture.</p> <p>I am learning to explore sharing and grouping.</p>	<p>I am learning to explore even and odd sharing.</p> <p>I am learning to play with doubling.</p> <p>I am learning to identify repeating patterns.</p> <p>I am learning to create my own pattern rules.</p> <p>I am learning to describe position and explore mapping.</p>	<p><b>No ELG in this specific area.</b></p>	<p>Recognise and name common 2D and 3D shapes.</p> <p>Compare, describe and solve practical problems for length, weight and capacity.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	Link to Year 1
<b>Understanding the World</b>								
<b>Past and Present</b>	<p>I am learning to talk about special things I have done in my family e.g. celebrating birthdays.</p> <p>I am learning to talk about what I used to enjoy at nursery.</p> <p>I am learning to understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I am learning to comment on familiar situations from the past e.g. celebrating Christmas.</p> <p>I am learning about Bonfire night.</p>	<p>I am learning to talk about the changes that have happened to me throughout my life.</p> <p>I am learning to talk about what I am learning to see in pictures of the past and how it is the same or different to now.</p> <p>I am learning to compare and contrast characters from stories, including figures from the past.</p>	<p>I am learning to talk about the lives of people around me e.g. using farm machinery.</p>	<p>I am learning about the past through settings and characters in books that I have read.</p> <p>I am learning to explore through pictures, stories and artefacts.</p>	<p>I am learning to talk about myself and some of the ways that I have changed.</p> <p>I am learning to talk about the lives of people around me e.g. discussing past holidays.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Talk about the lives of the people around me and my role in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>History - Changes within living memory.</p> <p>The lives of significant individuals in the past.</p> <p>Significant historical events.</p>

<p><b>People, Culture and Communities</b></p>	<p>I am learning to explore my new class and school.</p> <p>I am getting to know my new teacher and other staff at school.</p> <p>I am learning that everyone is special and likes different things.</p> <p>I am learning to name people in my own family and talk about them.</p> <p>I am learning to talk about the different jobs people do.</p> <p>I am learning that families are different but all special.</p>	<p>I am learning to name people in my own family and describe them.</p> <p>I am learning to talk about the different jobs people do; linked to our Autumn and Winter topic.</p> <p>I am learning that people have different beliefs and celebrate special times in different ways e.g. Diwali and Christmas.</p>	<p>I am learning to talk about my family and members of the local community and their roles.</p>	<p>I am learning to use stories and pictures to talk about differences in life in other countries.</p> <p>I am learning that some places are special to members of my community e.g. celebrating Easter.</p>	<p>I am learning to understand that there are different countries in the world.</p> <p>I am learning to draw information from a simple map.</p> <p>I am learning to describe different environments e.g. farms and Capel le Ferne; using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>I am learning to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p>	<p>Geography - Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country.</p> <p>RE - Exploring Christianity and other religions of the world.</p>
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<p><b>The Natural World</b></p>	<p>I am learning about the Harvest Festival and why it is important.</p> <p>I am learning about my new school environment and outside areas.</p> <p>I am learning about the weather and what I need to wear to go outside in different weathers.</p>	<p>I am learning about seasonal changes such as Autumn and Winter.</p> <p>I am learning to talk about what I see, hear and feel whilst outside during Autumn and Winter.</p> <p>I am beginning to explore forces e.g. push and pull.</p> <p>I am learning to talk about changes I notice during outdoor learning e.g. mud play with water or mixing flour and water etc.</p>	<p>I am learning to explore changes in matter e.g. freezing, melting.</p> <p>I am learning to make observations of the world around me using my senses e.g. looking for signs of Winter and Spring.</p>	<p>I am learning to draw information from a simple map.</p> <p>I can describe a farm environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I am learning to make simple observations whilst outside e.g. Spring time.</p> <p>I am learning to draw simple pictures of animals and plants.</p> <p>I am learning about seasonal changes such as Spring using non-fictional texts.</p>	<p>I am learning to draw information from a map of the world.</p> <p>I am learning to make more detailed observations of the world around me.</p> <p>I am learning to add more detail to my drawing pictures of animals and plants.</p> <p>I am learning to make observations about plants and insects discussing similarities and differences.</p> <p>I am learning to talk about some of the changes in the wider world linked to climate change and endangered animals.</p>	<p>I am learning to talk in detail about changes in the wider world e.g. rubbish in the sea and how some places have no clean water.</p> <p>I am learning to speak in detail about seasonal changes such as Summer and what we will find when we go to the beach.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>	<p>Science -</p> <p>Identify and describe plants and animals including humans.</p> <p>Working scientifically.</p> <p>Exploring materials.</p> <p>Geography -</p> <p>Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	Link to Year 1
<b>Expressive Art and Design</b>								
<b>Creating with Materials</b>	<p>I am learning to explore art materials.</p> <p>I know how to join materials using tape and glue.</p> <p>I am learning how to use different tools to create art.</p> <p>I am learning how to mix colours together to make new ones.</p> <p>I am learning to manipulate malleable materials to make simple shapes.</p>	<p>I am learning to be creative and have my own simple ideas of the art I want to create.</p> <p>I am learning to talk about my artwork and the process I used.</p> <p>I am learning to use different tools safely.</p> <p>I am learning to select appropriate tools and materials to create with.</p> <p>I am learning to use art to express my feelings.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p>	<p>I am learning how to mix the specific colours I want.</p> <p>I am learning to manipulate malleable materials to make simple models.</p> <p>I am learning to use scissors and one-handed tools safely and more accurately.</p> <p>I am learning to explore different techniques for cutting and joining materials.</p>	<p>I am learning to explore the use of different tools and materials to make art.</p> <p>I am learning to talk about my artwork and explain and justify the choice of materials and techniques.</p> <p>I am learning to combine different techniques to create art e.g. collage, paint, and crayon.</p> <p>I am learning to create art with my friends.</p>	<p>I am beginning to return to and build on my creation; refining my ideas</p> <p>I am learning to create art with my friends; combining ideas, resources and skills.</p> <p>I am learning to manipulate malleable materials to create a 3D sculpture of an object.</p>	<p>I am beginning to return to and build on my creation; refining my ideas and developing my ability to represent them.</p> <p>I am learning to explore form through observational drawing.</p> <p>I am learning to explain what I have made and talk about the key techniques.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share my creations, explaining the process I have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share my ideas, experiences and imagination.</p> <p>Develop a wide range of art and DT techniques in using colour, pattern, texture, line shape, form and space.</p> <p>Give well-structured narratives for different purposes, including for participating in performances and role play.</p>

<p><b>Being Imaginative and Expressive</b></p>	<p>I am learning to join in singing familiar nursery rhymes with support.</p> <p>I am learning to develop simple familiar storylines in my pretend play.</p> <p>I am learning to listen and talk about music.</p> <p>I am learning to use my imagination in play.</p>	<p>I am learning to start to develop my own stories linked to what I know through role play and small world.</p> <p>I am learning to listen and move to music.</p> <p>I am learning to perform songs and dances to an audience during the Nativity.</p> <p>I am learning to explore the different sounds of instruments.</p> <p>I am learning to talk about dance and performance art, expressing my feelings and responses.</p> <p>I am beginning to recreate familiar stories with adult support through role play and small world.</p>	<p>I am learning to develop more complex storylines in my pretend play.</p> <p>I am learning to recount and retell familiar stories with my friends in small world and role play.</p> <p>I am learning to listen to respond to sounds and experiment with different instruments and their sounds.</p> <p>I am learning to listen to music and think about how it makes me feel.</p> <p>I am learning to use props and materials to retell stories and create imaginary scenarios linked to what I know.</p>	<p>I am learning to make props and costumes for different role play scenarios.</p> <p>I am learning to use what I know and have read to help create my own stories and narratives.</p> <p>I am learning to perform our 'Talk for Writing' rehearsed stories to other classes.</p> <p>I am learning to perform a song independently for our Easter show.</p>	<p>I am learning to adapt familiar stories and narratives with small world and role play items to create my own imaginative recounts.</p> <p>I am learning to play an instrument following a musical pattern.</p>	<p>I am learning to invent my own narratives, stories and poems.</p> <p>I am learning to sing a range of rhymes and songs, matching pitch, timing, and melody.</p> <p>I am learning to sing a variety of well-known nursery rhymes and songs independently.</p> <p>I am learning to perform and sing to an audience for my end of year class assembly.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Invent, adapt and recount narratives and stories with peers and my teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Give well-structured narratives for different purposes, including participating in performances and role play.</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play instruments musically.</p> <p>Listen with concentration and understanding to a range of music.</p> <p>Experiment with, create, select and combine sounds.</p>
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**The Characteristics of Effective Learning** describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the above Areas of Learning and Development.

## **PLAYING AND EXPLORING**

### *Engagement*

- Finding out and exploring.
- Playing with what they know.
- Being willing to 'have a go'.

## **ACTIVE LEARNING**

### *Motivation*

- Being involved and concentrating.
- Keep trying.
- Enjoying achieving what they set out to do.

## **CREATIVE AND CRITICAL THINKING**

### *Thinking*

- Having their own ideas.
- Making links.
- Working with ideas.

Here at Capel le Ferne Primary School, we believe that these characteristics are essential for fostering children's curiosity, energy and enthusiasm. They include behaviours such as engaging with experiences, showing curiosity and having interests.