

## F2 Overview

<p><b>Block 1</b>  <b>Topic:</b> Marvellous Me  <b>Book/Author:</b> Elmer, Funnybones, The Smeds and the Smoos, Max and Lemon Around the World, Giraffes Can't Dance, Be Brave Little Penguin, Rainbow Fish  <b>Enrichment:</b> Birthday party for class mascot  <b>Experiences</b> - Interview members of staff, school tour, Creating family tree with parents, library visit, Forest school morning.  <b>British Values Focus:</b> The Rule of Law  <b>GARP:</b> Differences between people and families. Multi-cultural toys in areas of provision.  <b>SCARF:</b> Me and My Relationships  <b>R.E:</b> Christianity - What is Christianity  <b>P.E:</b> Following instructions and Fundamental Movement Skills  <b>Music:</b> Exploring Instruments</p>	<p><b>Block 2</b>  <b>Topic:</b> Time to Celebrate!  <b>Book/Author:</b> Dival's Story, Stickman, Jolly Christmas Postman, One Winter's Day, One Snowy Night  <b>Enrichment:</b> Autumn Walk  <b>Experiences</b> - St Andrew's Day celebration, baking, Nativity, Church Visit, library visit, Forest school morning.  <b>British Values Focus:</b> Mutual Respect  <b>GARP:</b> Exploring Culture  <b>SCARF:</b> Valuing Difference  <b>R.E:</b> Hinduism - Diwali. Christianity - The Nativity Story                      Christianity - Christmas  <b>P.E:</b> Dance and Ball skills  <b>Music:</b> Singing in a group - pitch</p>	<p><b>Block 3</b>  <b>Topic:</b> Superheroes  <b>Book/Author:</b> Supertato, Suptertato: Veggies assemble, Supertato Run, Veggies, Run, Superkid.  <b>Enrichment:</b> Superhero Day  <b>Experiences:</b> Winter walk, Visitors in school, Fire engine visit, library visit, Forest school morning, pancake day, Chinese New Year celebration  <b>British Values Focus:</b> Tolerance  <b>GARP:</b> The role of real life superheroes around the world (Doctors, Nurses, Firemen, Police etc)  <b>SCARF:</b> Keeping Myself Safe  <b>R.E:</b> Hinduism - Holi  <b>P.E.</b> Gymnastics and Fundamental Movement Skills  <b>Music:</b> Pulse/Rhythms</p>
<p><b>Block 4</b>  <b>Topic:</b> All Creatures Great and Small  <b>Book/Author:</b> Jasper's Beanstalk, Jack and the Beanstalk, The Very Hungry Caterpillar, Monkey Puzzle, What the Ladybird Heard, The Very Busy Spider, The Little Red Hen, Squash and a Squeeze, Snail and the Whale  <b>Enrichment:</b> Chicks (Living Eggs), Farm visit  <b>Experiences:</b> Library, Forest school morning, Watch dance performance, Spring walk, planting seeds, STEM  <b>British Values Focus: Individual Liberty</b>  <b>GARP:</b> Farming in areas with different climates  <b>SCARF:</b> Rights and Responsibilities  <b>R.E:</b> Christianity - Easter  <b>P.E.</b> Dance and OAA  <b>Music:</b> Responding to music</p>	<p><b>Block 5</b>  <b>Topic:</b> Home Sweet Home  <b>Book/Author:</b> The Three Little Pigs, On The Way Home  <b>Enrichment:</b> Walk around the local environment.  <b>Experiences:</b> Library, Forest school morning, designing own village  <b>British Values Focus:</b> Democracy  <b>GARP:</b> Houses around the world  <b>SCARF:</b> Being My Best  <b>R.E:</b>  <b>P.E.</b> Gymnastics and OAA  <b>Music:</b> Singing - melody</p>	<p><b>Block 6</b>  <b>Topic:</b> My Wonderful World  <b>Book/Author:</b> maps, Atlas, Max and Lemon around the World, Handa's Surprise, Anna Hibiscus books,  <b>Enrichment:</b> Tasting foods from around the world  <b>Experiences:</b> Library, Forest school morning, sports day, enterprise  <b>British Values Focus:</b> Equality  <b>GARP:</b> Explore culture in...  <b>SCARF:</b> Growing and Changing  <b>R.E</b>  <b>P.E.</b> Ball Skills and Team Games  <b>Music:</b> Describing and comparing music</p>

## PSED

Block 1: Marvellous Me	Block 2: Time to Celebrate!	Block 3: Superheroes
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### Self-Regulation

#### **LEAPS**

I can share resources with support from an adult.  
I can respect the property of the setting and those belonging to others. I can separate from my main carer in a new setting.  
I can talk about things of immediate interest to me.  
I can explore new environment and resources.  
I know that I need to look and listen when an adult is speaking.  
I can sit on the carpet next to others during 'class teach'. Some support is needed to settle.  
I can follow one-step instructions directed specifically to me, e.g., referred to by my name.

### Managing Self

#### **LEAPS**

I am confident to talk to other pupils when playing.  
I am confident in asking adults for help. I know and understand what the classroom behaviour expectations are.  
I can meet the classroom behaviour expectations with support and guidance.  
I can select and use activities of interest.  
I can remove my own jumper.  
I can use the toilet independently and wash my hands when reminded.  
I can go to the toilet and am clean and dry throughout the day.

### Building Relationships

#### **LEAPS**

I can demonstrate friendly behaviour, initiating interactions.  
I can keep play going by responding to what others are saying or doing.  
I can begin to identify simple emotions and how they can affect them, e.g. happy, sad, angry.  
I can say when I need help. I can listen to adults and respond appropriately.  
I can follow simple instructions and requests.

### Self-Regulation

#### **LEAPS**

I can talk with others to solve conflicts with support.  
I can express my own present emotions.  
I can wait my turn during question-and-answer sessions on the carpet.  
I can raise my hand to speak during carpet sessions.  
I can follow simple repetitive daily routines with support.  
I can enter a classroom/space quietly and sit down without fussing, ready to begin an activity.  
I can engage fully with tidy up times even when in play.

### Managing Self

#### **LEAPS**

I welcome and value praise for achievements.  
I can complete an activity for a sustained period.  
I am beginning to follow classroom behaviour expectations independently.  
I can manage my outer clothing, e.g. put my own coat on and take it off.  
I enjoy the responsibility of carrying out small tasks.  
I can get dressed and undressed with support.  
I can begin to use cutlery correctly, with support.

### Building Relationships

#### **LEAPS**

I can engage more actively in group work.  
I can build constructive and respectful relationships. I can play in a group, extending and elaborating play ideas.  
I can initiate play, offering cues to my friends to join in.  
I can form relationships with friends and familiar adults.  
I can demonstrate friendly behaviour, initiating interactions with peers and other familiar adults.  
I can listen to peers as well as adults.

#### **Vocabulary:**

conflicts, solve, problems, fall out, emotions, sad, happy, excited, angry, lonely, take turns, one voice, daily routine, tidy up, respect, responsibility, jobs, achievement, proud, concentrate, knife, fork, spoon, cut, slice scoop, friendship, good friend, kind, helpful

### Self-Regulation

#### **LEAPS**

I am beginning to resolve conflicts with others, **with support** and without aggression.  
I can translate behaviour expectations to different environments and adults, e.g., sits quietly in the hall for assembly, but talks to friends during lunchtime.  
I can express my feelings.  
I can recognise simple emotions in others.  
I can wait my turn when an adult is speaking to someone else in the environment.  
I can work with peers calmly and shares resources with others.  
I can follow simple repetitive daily routines.

### Managing Self

#### **LEAPS**

I am becoming more confident in new social situations.  
I can begin to self-reflect.  
I can recognise how and when I meet the behaviour expectations.  
I will participate in a wide range of activities.  
I can get dressed and undressed independently (Might still need help with buttons etc).  
I can make healthy choices about food, drink, sleep and physical activity, with support.  
I can identify what healthy choices are.  
I know the importance of making healthy choices.  
I can talk about why we make healthy choices. I understand how to protect myself against different weather conditions, e.g. clothing, sun cream, drinking water etc.

### Building Relationships

#### **LEAPS**

I can share and take turns successfully.  
I can start conversations and consider what others say.  
I can spend time with my chosen friendship group as well as other groups.  
I can become less reliant on adults when experiencing emotions.

<p><b>Vocabulary:</b> share, respects, interests, likes, dislikes, favourites, explore, resources, good listening, instructions, help, rules, activities, friendly, kind, helpful, include, emotions, sad, happy, excited, angry, lonely</p>		<p>I can show sensitivity when dealing with peers.</p> <p><b>Vocabulary:</b> conflicts, solve, problems, fall out, aggressive, school rules, feelings, emotions, sad, happy, angry, lonely, excited, take turns, one voice, daily routine, reflect, evaluate, healthy choice, fruit, vegetables, water, sleep, exercise, sugar, fat,</p>
<p><b>Block 4: All Creatures Great and Small</b></p>	<p><b>Block 5: Home Sweet Home</b></p>	<p><b>Block 6: My Wonderful World</b></p>
<p><u>Self-Regulation</u> <b>LEAPS</b> I can reflect on how I felt in a specific situation. I am beginning to consider the impact of my own actions on others. I can consider the feelings of others. I can refrain from interrupting other speakers in all situations. I can start tasks quickly and maintains focus during completion.</p> <p><u>Managing Self</u> <b>LEAPS</b> I can take responsibility for myself and my own belongings. I can learn from my mistakes to improve an outcome next time. I can select and use appropriate activities and resources to complete a successful outcome. I understand why we wash our hands. I can begin to use cutlery independently. I understand how to protect myself against different weather conditions, e.g. clothing, sun cream, drinking water etc.</p> <p><u>Building Relationships</u> <b>LEAPS</b> I can take steps to resolve conflicts with other pupils, e.g. finding a compromise. I can start to find solutions to issues and problems I have. I can begin to accept that we need to be polite to everyone, even if we disagree with them.</p>	<p><u>Self-Regulation</u> <b>LEAPS</b> I can talk with others to solve conflicts independently. I can identify and moderate my own feelings socially and emotionally. I can begin to understand how others might be feeling, to show empathy.</p> <p><u>Managing Self</u> <b>LEAPS</b> I can show confidence in the face of an unfamiliar activity or situation. I am confident supporting peers to make choices in order to complete a successful outcome.</p> <p><u>Building Relationships</u> <b>LEAPS</b> I can alter play depending on interactions and ideas from others. I can start to control my emotions in order to not affect my friends. I can begin to identify how best to respond to another individual when that individual is expressing emotion.</p> <p><b>Vocabulary:</b> solve, problems, feelings, emotions, control, confident, brave, friends, choices, control</p>	<p><u>Self-Regulation</u> <b>LEAPS</b> I can distance myself from any unpleasant or inappropriate behaviour by others. I can manage a range of emotions in a classroom setting.</p> <p><u>Managing Self</u> <b>LEAPS</b> I can show resilience and perseverance in the face of challenge. I understand how to protect myself against different weather conditions, e.g. clothing, sun cream, drinking water etc.</p> <p><u>Building Relationships</u> <b>LEAPS</b> I can return to my play after a break and commence and extend its focus. I can express my gratitude and congratulate others for their kindness, e.g. when they help support you.</p> <p><b>Vocabulary:</b> behaviour, right, wrong, emotions, feelings, resilience, perserverance, challenges, suncream, hat, water</p>

<p><b>Vocabulary:</b> reflect, feelings, behaviour, waiting my turn, interrupt, focus, concentrate, responsible, belongings, mistakes, improve, wash, soap, germs, rub, knife, fork, spoon, sunscreen, hat, water, solution, problem, polite, manners</p>		
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Communication and Language		
Block 1: Marvellous Me	Block 2: Time to Celebrate!	Block 3: Superheroes
<p><u>Listening, Attention and Understanding</u>  <b>LEAPS</b>            I can look at and listen to an adult when they are speaking.            I can listen to a picture book story that is stage appropriate (repetitive).            I can join in with stories and rhymes that I like.            I can remember what happens in a story.            I can retell a story, once I have developed a deep familiarity with the text, some with exact repetition and some in my own words.            I can listen carefully to rhymes, poems and songs, paying attention to how they sound.            I can learn rhymes and poems in small groups.            I can show an understanding of simple questions.</p>	<p><u>Listening, Attention and Understanding</u>  <b>LEAPS</b>            I can begin to show what good listeners do - eyes looking, ears listening, sitting still and quiet for a short period of time (5-10 minutes).            I can raise my hand to speak during carpet sessions.            I understand why listening is important.            I can identify characters in a story.            I can follow a story with props and pictures to support.            I can begin to learn and use new vocabulary with support.            I can begin to retell stories in my play.            I can retell a story, once I have developed a deep familiarity with the text, some with exact repetition and some in my own words.            I can listen to songs with repetition and join in.</p>	<p><u>Listening, Attention and Understanding</u>  <b>LEAPS</b>            I can take turns talking to an adult.            I understand the expectations of listening carefully.            I can wait my turn when an adult is speaking to someone else in the environment with support.            I can take turns talking to a friend in the environment.            I can engage in story time/non-fiction and make comments about what is happening.            I can begin to repeat familiar refrains in stories, e.g. "Run, run as fast as you can..."            I can take on different roles in my play.            I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>

I can follow one-step instructions directed to the group.

**Vocabulary:** look, listen, story, rhyme, beginning, middle, end, question, instructions

### Speaking

#### **LEAPS**

I can interact using my voice.

I can explore new vocabulary, sounds and intonation.

I can raise my hand to speak during carpet sessions.

I can listen to songs with repetition and join in.

I can learn rhymes and poems in small groups.

I can learn rhymes, poems and songs.

I can retell a story once I have developed a deep familiarity with the text, some with exact repetition and some in my own words.

I can begin to use words to organise and sequence events.

I can copy, practise and explore the meaning of new vocabulary taken from topics, stories and non-fiction texts.

**Vocabulary:** vocabulary, hand up, wait turn, song, poem, rhyme, retell, events, non-fiction, story

I can learn songs as a whole class to present to others.

I can answer simple questions.

I can follow two-step instructions.

**Vocabulary:** eyes looking, ears listening, sit still, quiet, hand up, character, retell, instruction

### Speaking

#### **LEAPS**

I have confidence to express myself using my voice.

I can explore new vocabulary, sounds and intonation.

I can greet adults in the setting politely (including looking at them).

I can look at someone when they are speaking to me.

I can begin to retell stories in my play.

I can learn songs as a whole class to present to others.

I can actively engage in story time.

I can explain something using simple sentences, including ordering, stating what happened and what might happen.

I can use sentences that are well formed.

I can copy, practise and explore the meaning of new vocabulary taken from topics, stories and non-fiction texts.

**Vocabulary:** confidence, express, polite, eye contact, retell, order

I can answer more complex questions.

I can respond to my own name and will change my activity when encouraged to by adults.

I can follow two-step instructions that include prepositions.

**Vocabulary:** take turns, careful listening, non-fiction, question, instruction

### Speaking

I can pronounce most phonemes correctly.

I can speak at an appropriate volume.

I can explore new vocabulary, sounds and intonation.

I can use my manners when speaking to adults in the classroom setting.

I can contribute to group discussions.

I can wait my turn when an adult is speaking to someone else in the environment with support.

I can develop social phrases, e.g. "Good morning, how are you?"

I can listen to longer stories and join in with familiar refrains.

I can take on different roles in my play.

I can retell a story once I have developed a deep familiarity with the text, some with exact repetition and some in my own words.

I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

I can use observations in my speech to clarify meaning or give simple detail.

I can start to link simple sentences.

I can begin to use and describe in the present tense when something is happening.

I can copy, practise and explore the meaning of new vocabulary taken from topics, stories and non-fiction texts.

I can use new vocabulary/phrases in play and communication throughout the day.

I can explore new vocabulary, sounds and intonation.

		<b>Vocabulary:</b> phoneme, volume, loud, quiet, manners, polite, discuss, contribute, and, but, because, or, so, present tense, now, today
<b>Block 4: All Creatures Great and Small</b>	<b>Block 5: Home Sweet Home</b>	<b>Block 6: My Wonderful World</b>
<p><u>Listening, Attention and Understanding</u>  <b>LEAPS</b>  I can maintain sustained eye contact with the speaker whilst listening.  I can play and listen to friends at the same time.  I can listen to and talk about books, applying new knowledge and vocabulary.  I can act out familiar stories in my own play.  I can listen to and talk about stories to build familiarity and understanding.  I can understand rhyme and make up my own, e.g. Humpty Dumpty sat on a wall, Humpty Dumpty kicked a ball.  I can ask simple questions.  I can respond to a string of requests one after another (not quickly).</p> <p><b>Vocabulary:</b> eye contact, listening, rhyme, instructions</p> <p><u>Speaking</u>  <b>LEAPS</b>  I can explore new vocabulary, sounds and intonation.  I can use my manners when speaking to peers and other adults in the school environment.  I can act out familiar stories in my own play.  I can listen to and talk about stories to build familiarity and understanding.  I can retell a story once I have developed a deep familiarity with the text, some with exact repetition and some in my own words.  I can plan what I will say before starting to converse.  I can use some irregular plural nouns, e.g. men, teeth.  I can use language to create a story in imaginative play.  I can start to use a wider range of simple adjectives.</p> <p><b>Vocabulary:</b> manner, polite, school, story, plan, think, plural, adjective, describe</p>	<p><u>Listening, Attention and Understanding</u>  <b>LEAPS</b>  I can show that I have listened by commenting on something that has been said.  I can show that I have listened by adding to something the speaker has just said.  I can decide whether I agree or not with the points made by the speaker.  I can respond to other pupils' opinions.  I can remember key points from a story told without props or pictures.  I can innovate stories in my everyday play.  I can retell a story, once I have developed a deep familiarity with the text, some with exact repetition and some in my own words.  I can ask questions to find out more and to check that I understand what has been said to me.  I can follow a series of instructions directed to the group.</p> <p><b>Vocabulary:</b> comment, agree, disagree, opinion, key events, beginning, middle, end, innovate, change, questions, instructions</p> <p><u>Speaking</u>  <b>LEAPS</b>  I can explore new vocabulary, sounds and intonation.  I can respond to others by building on what the speaker has said.  I can contribute purposefully to a class discussion.  I can innovate stories into my own everyday play.  I can retell a story once I have developed a deep familiarity with the text, some with exact repetition and some in my own words.  I can use words accurately to organise and sequence events.</p>	<p><u>Listening, Attention and Understanding</u>  <b>LEAPS</b>  I can show that I have listened by adding to something the speaker has just said.  I can decide whether I agree or not with the points made by the speaker.  I can respond to other pupils' opinions.  I can build a picture in my mind about the story and express this.  I can retell a story, once I have developed a deep familiarity with the text, some with exact repetition and some in my own words.</p> <p><b>Vocabulary:</b> agree, disagree, opinion, picture, imagine</p> <p><u>Speaking</u>  <b>LEAPS</b>  I can explore new vocabulary, sounds and intonation.  I can respond to others by building on what the speaker has said.  I can retell a story once I have developed a deep familiarity with the text, some with exact repetition and some in my own words.  I can describe events with some detail.  I can use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.  I can articulate my ideas and thoughts in well-formed sentences.  I can copy, practise and explore the meaning of new vocabulary taken from topics, stories and non-fiction texts.</p> <p><b>Vocabulary:</b> build on, events, detail, describe</p>

	<p>I can use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p> <p>I can ask questions to check that I understand what has been said to me.</p> <p>I can begin to use and describe in the past tense something that has happened.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can copy, practise and explore the meaning of new vocabulary taken from topics, stories and non-fiction texts.</p> <p>I can use new vocabulary in different contexts.</p> <p><b>Vocabulary:</b> build upon, discussion, events, sequence, problems, past tense, yesterday, before, a long time ago</p>	
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Physical Development		
Block 1: Marvellous Me	Block 2: Time to Celebrate!	Block 3: Superheroes
<p><u>Gross Motor</u> <b>LEAPS</b></p> <p>I can show control, flexibility and awareness of my own body, for example run and jump confidently landing safely on two feet.</p> <p>I am aware of and can follow safety rules (e.g. not running near the climbing frame)</p> <p>I can negotiate obstacles when running in a large space.</p> <p>I can adjust speed and direction for example, when in chasing games.</p> <p>I can move in a wide range of ways with flexibility and spatial awareness (e.g. skilfully and confidently roll, crawl, jump, hop, skip, climb)</p> <p>I can show some core strength by standing in one place, running in a straight line or by carrying large building blocks with two hands.</p>	<p><u>Gross Motor</u> <b>LEAPS</b></p> <p>I can move in a variety of ways for example skipping, slithering and shuffling.</p> <p>I can copy simple dance moves and gestures (e.g. tip-toeing around the room)</p> <p>I can move body parts in response to music (stamping and clapping)</p> <p>I can start to express feelings using music.</p> <p>I can start to respond and move my body to stimulus (e.g. to faster or slower music)</p> <p>I can replicate and make up simple dances.</p> <p>I can show some hand-eye coordination with larger objects. (e.g. throwing or kicking a large ball)</p> <p>I can walk, jump and hop to sounds.</p>	<p><u>Gross Motor</u> <b>LEAPS</b></p> <p>I can show improved spatial awareness.</p> <p>I can negotiate obstacles when running in a large space.</p> <p>I can adjust speed and direction for example, when in chasing games.</p> <p>I can travel skilfully and safely on and around (e.g. on the climbing frame, over and through)</p> <p>I can move in a wide range of ways with flexibility and spatial awareness (e.g. skilfully and confidently roll, crawl, jump, hop, skip, climb)</p> <p>I can start to develop balance by safely using equipment in the playground. (e.g. a fireman's pole/ balance beam and start to sit cross legged on the carpet)</p> <p>I understand how to pull myself onto something higher (e.g. a climbing frame)</p>

<p><b>Vocabulary:</b> run, jump, skip, hop, crawl, climb, roll, land, safe, rules, obstacle, speed, fast slow, direction, forward, backwards, sideways, stand, carry</p> <p><u>Fine Motor</u> <b>LEAPS</b> I can show some control when making a variety of marks using available resources. I can control large shapes (e.g. draw large scale lines and circles) I can give meaning to marks I have made. I can show some dexterity using a five finger grasp (e.g. using threading equipment with control) I can use a large paintbrush.</p> <p><b>Vocabulary:</b> marks, pencil, pen, crayon, chalk, pastel, water, paintbrush, shape, line, circle</p>	<p><b>Vocabulary:</b> move, run, jump, hop, crawl, climb, roll, skip, slither, shuffle, tiptoe, dance, feelings, happy, sad, excited, music, fast, slow, copy, throw, kick, ball</p> <p><u>Fine Motor</u> <b>LEAPS</b> I can show increasing control and awareness (e.g. beginning to draw people -head with legs) I can show further control when drawing (including squares, rectangles and circles, crosses and letters in my drawings) I can control some letter shapes well (e.g. ladder letters and caterpillar letters and formed correctly) I can show control to hold and play instruments. I can use large scale simple construction to create simple models (e.g. Duplo) I have dexterity and strength to allow me to squeeze, roll and pinch playdough. I can use medium sized paintbrushes. I can use the tripod grasp.</p> <p><b>Vocabulary:</b> draw, square, rectangle, circle, cross, letters, ladder letters, caterpillar letters, instrument, tambourine, triangle, xylophone, maraca, model, construct, make, squeeze, roll, pinch, flatten, tripod</p>	<p>I can demonstrate better core strength by balancing on one foot or on a plank and can sit comfortably in a school chair.</p> <p><b>Vocabulary:</b> space, obstacle, avoid, speed, fast, slow, direction, forward, backward, sideways, safe, on, over, through, under, roll, crawl, skip, hop, jump, land, balance, pull</p> <p><u>Fine Motor</u> <b>LEAPS</b> I can show some lower case letters are formed correctly. I can show control when drawing people with details emerging such as fingers, arms and trunk. I can control my limbs (e.g. keep a steady beat when playing an instrument and can tap a rhythm to words) I can show control when filling in a template with coloured pencils or paint. I can show increasing dexterity by holding and using scissors correctly I can show increasing dexterity by using a knife and fork with support/ modelling by an adult. I can use the tripod grasp. I can use smaller-scale threading equipment with control (e.g. beads) I can use smaller construction. I can use a knife and fork to cut softer foods.</p> <p><b>Vocabulary:</b> lower case, letter, draw, details, instrument, tap, bang, rhythm, scissors, cut, cutlery, tripod, knife, fork, spoon</p>
<b>Block 4: All Creatures Great and Small</b>	<b>Block 5: Home Sweet Home</b>	<b>Block 6: My Wonderful World</b>
<p><u>Gross Motor</u> <b>LEAPS</b> I can move body parts in response to music (stamping and clapping) I can start to express feelings using music. I can start to respond and move my body to stimulus (e.g. to faster or slower music) I can replicate and make up simple dances. I can show improved hand-eye coordination (e.g. catch a large ball / throw a soft ball into a bucket)</p>	<p><u>Gross Motor</u> <b>LEAPS</b> I can travel skilfully and safely on and around (e.g. on the climbing frame, over and through) I can show increasing control ( e.g. hold a small ball on a spoon) I can balance when using climbing equipment (e.g. from one stepping tyre to another) I can self-balance (e.g. when walking across a PE bench)</p>	<p><u>Gross Motor</u> <b>LEAPS</b> I can show further hand-eye coordination (e.g. throw a large ball with increased control to a friend) I can show good hand-eye coordination (throw and catch a small ball -tennis ball/ and skilfully throw/kick a large ball. Pop bubbles with one finger / trace a shape or line with one finger)</p> <p><b>Vocabulary:</b> throw, accurate, catch, pop, trace, kick</p>

<p>I can show increasing balance (e.g. balancing on one foot and can hop confidently, use a balance bike, scooter etc)</p> <p><b>Vocabulary:</b> move, music, stamp, clap, feelings, fast, slow, catch, throw, balance</p> <p><u>Fine Motor</u> <b>LEAPS</b></p> <p>I can control tools well to make more complex pictures (e.g. combine shapes to create another, a rectangle and a circle to form a hat)</p> <p>I can cut around circles and other shapes with control.</p> <p>I can use a hole- punch and treasury tags.</p> <p>I can use tripod grip with good control.</p> <p>I am gaining confidence in using my knife and fork to cut up my own food.</p> <p><b>Vocabulary:</b> tools, shapes, cut, scissors, hole punch, treasury tags, tripod, knife, fork, cut</p>	<p>I understand how to pull myself onto something higher (e.g. a climbing frame)</p> <p>I can show further improved core strength and demonstrate better posture whilst sitting at the table or on the carpet.</p> <p><b>Vocabulary:</b> on, over, through, under, roll, crawl, skip, hop, jump, land, balance, pull</p> <p><u>Fine Motor</u> <b>LEAPS</b></p> <p>I can form the majority of letters recognisably, and the majority formed correctly.</p> <p>I can join materials by using a hole-punch and split pins.</p> <p><b>Vocabulary:</b> letter, formation, hole punch, split pin , pierce</p>	<p><u>Fine Motor</u> <b>LEAPS</b></p> <p>I can form the majority of letters recognisably, and the majority formed correctly.</p> <p>I can hold a smaller paintbrush correctly.</p> <p><b>Vocabulary:</b> letter, formation, accurate, correct</p>
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Literacy		
Block 1: Marvellous Me	Block 2: Time to Celebrate!	Block 3: Superheroes
<p><u>Comprehension</u> <b>LEAPS</b></p> <p>I can hold a book and turn pages from the front to the back.</p> <p>I understand what a letter is.</p> <p>I understand what a word is.</p> <p>I can talk about my favourite book.</p> <p>I can recognise and join in with predictable or repetitive phrases.</p> <p><b>Vocabulary:</b> read, makes sense, book, page, front, back, beginning, end, letter, word</p>	<p><u>Comprehension</u> <b>LEAPS</b></p> <p>I understand what a word is.</p> <p>I can tell a story to a friend.</p> <p>I can talk about settings, characters and key events in books.</p> <p>I can answer simple retrieval questions.</p> <p>I can answer simple sequencing questions.</p> <p><b>Vocabulary:</b> word, story, setting, character, key event, book, question, retrieve, sequence, order</p> <p><u>Word Reading</u> <b>LEAPS</b></p>	<p><u>Comprehension</u> <b>LEAPS</b></p> <p>I can ask for help when I do not understand a word.</p> <p>I understand what a sentence is.</p> <p>I can answer prediction questions based on what has happened so far.</p> <p>I can begin to link what I have read or heard to my own experiences.</p> <p><b>Vocabulary:</b> help, sentence, predict, link, own experience</p> <p><u>Word Reading</u> <b>LEAPS</b></p>

<p><b>Word Reading</b></p> <p><b>LEAPS</b></p> <p>I can orally segment and blend words.  I can begin to recognise some individual letters by saying the sounds for them.  I can read a range of common exception words (matched to school's programme).  I can hear initial sounds in words.  I can join in with known songs.  I can join in with rhymes and stories.</p> <p><b>Vocabulary:</b> segment, blend, recognise, phoneme, grapheme, common exception words, initial sound, song, rhyme, story</p> <p><b>Writing</b></p> <p><b>LEAPS</b></p> <p>I can draw large-scale lines and circles (clockwise).  I can use a five finger grasp to hold a pencil.  I can identify the sounds in my own name and other familiar words.  I can begin to write some individual letters by saying the sounds for them.  I can spell some common exception words correctly.  I can tell an adult about what I have drawn or painted.  I can use spoken language to retell stories.  I can begin to mark make in the environment.  I can begin to label pictures (sometimes with initial sounds/letters known).  I can give meaning to the marks I make when I write.</p> <p><b>Vocabulary:</b> lines, circle, pencil, sound, phoneme, grapheme, letter, common exception word, retell, story, make marks, pictures</p>	<p><b>LEAPS</b></p> <p>I can recognise all 26 alphabet letters by saying the sounds for them.  I can blend sounds together to read VC or CVC words.  I can track letters in word reading.  I can recognise how many syllables there are in a word.  I can read a range of common exception words (matched to school's programme).  I can identify rhymes.</p> <p><b>Vocabulary:</b> alphabet, letter, phoneme, grapheme, blend, CVC, read, syllable, word, common exception word, rhyme</p> <p><b>Writing</b></p> <p><b>LEAPS</b></p> <p>I can use tools for mark making with increasing control.  I can use threading equipment with increasing control and confidence.  I can form ladder letters correctly (l, i, t, u, y, j).  I can use a dominant hand for writing.  I can copy shapes, letters and numbers.  I can use a tripod grasp to hold my pencil.  I can write CVC words.  I can spell some common exception words correctly.  I can use spoken language to retell stories.  I can create representations of people, objects and events.  I can copy print in the environment.  I can mark make with a purpose (words may have a group of letters with a space in between).</p> <p><b>Vocabulary:</b> ladder letter, write, shape, letter, number, common exception word, people, objects, events, print</p>	<p>I can begin to read words and sentences.  I can fluently read CVC words and captions.  I can read a range of common exception words (matched to school's programme).  I can suggest words to complete a rhyming string.</p> <p><b>Vocabulary:</b> word, sentence, caption, CVC, rhyme, common exception word, rhyming string</p> <p><b>Writing</b></p> <p><b>LEAPS</b></p> <p>I can form curly caterpillar letters correctly (c, o, a, d, e, g, q, s, f).  I can use pincers and tweezers with increasing control and confidence.  I can use a tripod grasp to hold my pencil.  I can write a caption containing the graphemes I have learned.  I can spell some common exception words correctly.  I can use spoken language to retell stories.  I can orally rehearse a sentence with support before writing.  I can write simple sentences after discussing my ideas with a teacher.  I can use a finger space between words.</p> <p><b>Vocabulary:</b> curly caterpillar letters, pincers, tweezers, tripod, caption, grapheme, retell, rehearse, practice, orally, sentence, finger space, words</p>
<p><b>Block 4: All Creatures Great and Small</b></p>	<p><b>Block 5: Home Sweet Home</b></p>	<p><b>Block 6: My Wonderful World</b></p>
<p><b>Comprehension</b></p> <p><b>LEAPS</b></p> <p>I can ask for help when I do not understand a word.  I can re-read corrections when an adult points out where I have gone wrong.</p>	<p><b>Comprehension</b></p> <p><b>LEAPS</b></p> <p>I can re-read books to build up my understanding and enjoyment.</p>	<p><b>Comprehension</b></p> <p><b>LEAPS</b></p> <p>I can begin to answer simple inference questions e.g. can infer what a character is like by what they say and do.</p>

I can anticipate key events in stories.  
I can show an awareness of punctuation (full stops) and when reminded, pause when reading.  
I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  
I can begin to link what I have read or heard to my own experiences.

**Vocabulary:** help, correct, events, story, full stop, pause, experience

### Word Reading

#### **LEAPS**

I can recognise some digraphs and trigraphs.  
I can track words in sentence reading.  
I can begin to read words and sentences containing some digraphs and trigraphs.  
I can read a range of common exception words (matched to school's programme).  
I can suggest words to complete a rhyming string.

**Vocabulary:** digraph, trigraph, word, sentence, rhyme

### Writing

#### **LEAPS**

I can form one armed robot letters correctly (r, n, m, k, b, p).  
I can write the majority of letters recognisably.  
I can form digits 0-9 correctly.  
I can write the grapheme for the digraphs I have learned.  
I can spell some common exception words correctly.  
I can use spoken language to retell stories.  
I can use pictures to plan the beginning, middle and end of a story.  
I can compose my own sentence before writing.  
I can write sentences with HFW and decodable words which match my phonics knowledge.

I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.  
I can begin to answer simple inference questions e.g. can infer what a character is like by what they say and do.  
I can answer simple vocabulary questions.  
I can begin to check the text makes sense and self-correct when a mistake is made.

**Vocabulary:** retell, inference, character, good, bad

### Word Reading

#### **LEAPS**

I know the grapheme, phoneme for long vowels.  
I can read a range of common exception words (matched to school's programme).

**Vocabulary:** grapheme, phoneme, vowel, long vowel

### Writing

#### **LEAPS**

I can form zig-zag letters correctly (v, w, x, z).  
I can sit on a chair with a straight back and my feet on the floor.  
I can write the majority of my letters correctly on the line.  
I can form some capital letters correctly.  
I can write the grapheme for long vowels.  
I can spell some common exception words correctly.  
I can use spoken language to retell stories.  
I can use a full stop at the end of some sentences.  
I can use a capital letter at the beginning of some sentences.  
I can write sentences with HFW and decodable words which match my phonics knowledge.

**Vocabulary:** zig zag letter, capital letter, grapheme, full stop

I can begin to check the text makes sense and self-correct when a mistake is made.

**Vocabulary:** inference, character, good, bad, make sense, mistake

### Word Reading

#### **LEAPS**

I can read words with initial two-letter consonant blends.  
I can read words with initial three-letter consonant blends.  
I can read a range of common exception words (matched to school's programme).

**Vocabulary:** blend, consonant

### Writing

#### **LEAPS**

I can sit on a chair with a straight back and my feet on the floor.  
I can write the majority of my letters correctly on the line.  
I can form some capital letters correctly.  
I can spell some common exception words correctly.  
I can use spoken language to retell stories.  
I can write sentences with HFW and decodable words which match my phonics knowledge.  
I can say what I have written.  
I can read back what I have written to check it makes sense.

**Vocabulary:** posture, capital letter, form, write, retell, read

**Vocabulary:** one armed robot letter, numbers, grapheme, digraph, retell, plan, beginning, middle, end, compose, think, write, sentence

Block 1: Marvellous Me	Block 2: Time to Celebrate!	Block 3: Superheroes
<p><u>Number</u> <b>LEAPS</b></p> <p>I can select the correct numeral to represent 1 to 5 objects. I can recognise some numerals of personal significance. I can select the correct numeral to represent 1 to 10 objects. I know the written symbols for numbers. I can link the number symbol (numeral) with its cardinal number value. I can estimate how many objects I can see (showing understanding of relative size) and check them by counting. I can put numerals in order with increasing confidence (ordinality). I can show awareness that numbers are made up of (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. I can recognise up to 3 objects in a visual formation without having to count them. I can represent groups of objects using mathematical images that are of significance to me. I can place objects in five frames and begin to discuss the relevance of the arrangements. I can provide a visual model to represent number values. I can recognise up to 5 objects in a visual formation without having to count them. I can place objects in ten frames and begin to discuss the relevance of the arrangements. I can recognise up to 7 objects in a visual formation without having to count them. In practical activities, I can add one and subtract one from numbers to 10.</p> <p><b>Vocabulary:</b> numeral, symbol, zero, one, two, three, four, five, six, seven, eight, nine, ten, represent, value, estimate, count, order, partition, add, subtract, one more, one less</p> <p><u>Numerical Patterns</u> <b>LEAPS</b></p>	<p><u>Number</u> <b>LEAPS</b></p> <p>I can select the correct numeral to represent 1 to 5 objects. I can recognise some numerals of personal significance. I can select the correct numeral to represent 1 to 10 objects. I know the written symbols for numbers. I can link the number symbol (numeral) with its cardinal number value. I can estimate how many objects I can see (showing understanding of relative size) and check them by counting. I can put numerals in order with increasing confidence (ordinality). I can show awareness that numbers are made up of (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. I can recognise up to 3 objects in a visual formation without having to count them. I can represent groups of objects using mathematical images that are of significance to me. I can place objects in five frames and begin to discuss the relevance of the arrangements. I can provide a visual model to represent number values. I can recognise up to 5 objects in a visual formation without having to count them. I can place objects in ten frames and begin to discuss the relevance of the arrangements. I can recognise up to 7 objects in a visual formation without having to count them. In practical activities, I can add one and subtract one from numbers to 10.</p> <p><b>Vocabulary:</b> numeral, symbol, zero, one, two, three, four, five, six, seven, eight, nine, ten, represent, value, estimate, count, order, partition, add, subtract, one more, one less</p> <p><u>Numerical Patterns</u> <b>LEAPS</b></p>	<p><u>Number</u> <b>LEAPS</b></p> <p>I can select the correct numeral to represent 1 to 5 objects. I can recognise some numerals of personal significance. I can select the correct numeral to represent 1 to 10 objects. I know the written symbols for numbers. I can link the number symbol (numeral) with its cardinal number value. I can estimate how many objects I can see (showing understanding of relative size) and check them by counting. I can put numerals in order with increasing confidence (ordinality). I can show awareness that numbers are made up of (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. I can represent groups of objects using mathematical images that are of significance to me. I can place objects in five frames and begin to discuss the relevance of the arrangements. I can provide a visual model to represent number values. I can recognise up to 5 objects in a visual formation without having to count them. I can place objects in ten frames and begin to discuss the relevance of the arrangements. I can recognise up to 7 objects in a visual formation without having to count them. I can begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees 6 raisins on a plate as 3 and 3. In practical activities, I can add one and subtract one from numbers to 10.</p> <p><b>Vocabulary:</b> numeral, symbol, zero, one, two, three, four, five, six, seven, eight, nine, ten, represent, value, estimate, count, order, partition, add, subtract, one more, one less, subitise</p> <p><u>Numerical Patterns</u></p>

I can count up to 3 or 4 objects by saying one number name for each item.  
I am becoming familiar with the language of counting.  
I can count objects to 10 and begin to count beyond 10.  
I can count out up to 6 objects from a larger group.  
I can count back in 1's.  
I can touch count objects when counting.  
I can begin to use mathematical vocabulary, e.g. more, less, the most, the least, bigger, smaller.  
I can find one more or one less from a group of up to 5 objects.  
I understand the 'one more than' and 'one less than' relationship between consecutive numbers.  
I can identify repeating patterns and continue them.  
I can choose familiar objects to create and recreate repeating patterns beyond AB patterns and begin to identify the unit of repeat.  
I can link the number symbol (numeral) with its cardinal number value.

**Vocabulary:** count, touch count, number name, backward, less, most, least, bigger, smaller, consecutive, before, after, between, repeat, pattern, symbol, value

### Shape, Space and Measure

#### **LEAPS**

I can identify simple positional language, e.g. under the table.  
I am able to order and sequence events using everyday language related to time.

**Vocabulary:** under, on, on top, below, beneath, above, next to, left, right, beside, order, sequence, morning, afternoon, evening, night, first, next, then, finally, before, after, today, yesterday, tomorrow

I can count up to 3 or 4 objects by saying one number name for each item.  
I am becoming familiar with the language of counting.  
I can count objects to 10 and begin to count beyond 10.  
I can count out up to 6 objects from a larger group.  
I can count back in 1's.  
I can touch count objects when counting.  
I can begin to use mathematical vocabulary, e.g. more, less, the most, the least, bigger, smaller.  
I can find one more or one less from a group of up to 5 objects.  
I understand the 'one more than' and 'one less than' relationship between consecutive numbers.  
I can link the number symbol (numeral) with its cardinal number value.  
I can use the language of 'more' and 'fewer' to compare two sets of objects.  
I can compare numbers.  
I can use number names and symbols when comparing numbers.

**Vocabulary:** count, touch count, number name, backward, less, most, least, bigger, smaller, consecutive, before, after, between, compare, more, fewer

### Shape, Space and Measure

#### **LEAPS**

I can make comparisons between objects relating to size, length, weight and capacity.  
I can sequence objects in order of size.  
I am becoming familiar with measuring tools in everyday experiences and play.  
I enjoy tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.

**Vocabulary:** size, big, small, bigger, smaller, length, long, short, longer, shorter, longest, shortest, height, tall, taller, tallest, weight, heavy, light, heavier, lighter, heaviest, lightest, capacity, full, empty, half full, nearly full, nearly empty, sequence, order, ruler, scales, jug, cup, predict, compare

#### **LEAPS**

I am becoming familiar with the language of counting.  
I can count objects to 10 and begin to count beyond 10.  
I can count out up to 6 objects from a larger group.  
I can begin to use mathematical vocabulary, e.g. more, less, the most, the least, bigger, smaller.  
I can find one more or one less from a group of up to 5 objects.  
I understand the 'one more than' and 'one less than' relationship between consecutive numbers.  
I can link the number symbol (numeral) with its cardinal number value.  
I can use the language of 'more' and 'fewer' to compare two sets of objects.  
I can compare numbers.  
I can use number names and symbols when comparing numbers.  
I can count an irregular arrangement of up to 10 objects.  
I can find one more or one less from a group of up to 10 objects.

**Vocabulary:** count, touch count, number name, backward, less, most, least, bigger, smaller, consecutive, before, after, between, compare, more, fewer

Block 4: All Creatures Great and Small	Block 5: Home Sweet Home	Block 6: My Wonderful World
<p><b>Number</b> <b>LEAPS</b></p> <p>I can recognise some numerals of personal significance. I can select the correct numeral to represent 1 to 10 objects. I know the written symbols for numbers. I can link the number symbol (numeral) with its cardinal number value. I can estimate how many objects I can see (showing understanding of relative size) and check them by counting. I can put numerals in order with increasing confidence (ordinality). I can show awareness that numbers are made up of (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. I can represent groups of objects using mathematical images that are of significance to me. I can provide a visual model to represent number values. I can place objects in ten frames and begin to discuss the relevance of the arrangements. I can begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees 6 raisins on a plate as 3 and 3. In practical activities, I can add one and subtract one from numbers to 10.</p> <p><b>Vocabulary:</b> numeral, symbol, zero, one, two, three, four, five, six, seven, eight, nine, ten, represent, value, estimate, count, order, partition, add, subtract, one more, one less, subitise</p> <p><b>Numerical Patterns</b> <b>LEAPS</b></p> <p>I am becoming familiar with the language of counting. I can count objects to 10 and begin to count beyond 10. I can count back in 1's. I can begin to use mathematical vocabulary, e.g. more, less, the most, the least, bigger, smaller.</p>	<p><b>Number</b> <b>LEAPS</b></p> <p>I can count on from a set amount and not count all individually. I can count objects and give the total number in the group. I can find the total number of items in two groups by counting all of them. I can discuss mathematical calculations and problems using appropriate vocabulary. I know that counting on gives a larger number. I can find the total of two group by counting on. I can begin to use the vocabulary involved in adding and subtracting including counting on and back. I can begin to explore and work out mathematical problems, using signs and strategies of my own choice, including (when appropriate) standard numerals, tallies and + or -</p> <p><b>Vocabulary:</b> addition, add, plus, more, altogether, count on, total, equals, groups, symbol, number sentence</p> <p><b>Numerical Patterns</b> <b>LEAPS</b></p> <p>I am becoming familiar with the language of counting. I can begin to use 'teens' to count beyond 10. I can count in multiples of numbers beyond 10. I can use mathematical vocabulary confidently. I can sort and classify objects according to self-selected criteria. I can identify patterns in the number system, e.g. on a 100 square. I can sort objects according to given criteria, e.g. 5, 0. I can continue, copy and create repeating patterns in number exploring odds and evens, doubles etc.</p> <p><b>Vocabulary:</b> count, touch count, number name, backward, less, most, least, bigger, smaller, consecutive, before, after, between, compare, more, fewer, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen,</p>	<p><b>Number</b> <b>LEAPS</b></p> <p>I know that counting back gives a smaller number. I can begin to use the vocabulary involved in adding and subtracting including counting on and back. I can begin to explore and work out mathematical problems, using signs and strategies of my own choice, including (when appropriate) standard numerals, tallies and + or -</p> <p><b>Vocabulary:</b> subtraction, subtract, take away, less, total, equals, remove, symbol, number sentence</p> <p><b>Numerical Patterns</b> <b>LEAPS</b></p> <p>I am becoming familiar with the language of counting. I can begin to use 'teens' to count beyond 10. I can count in multiples of numbers beyond 10. I can use mathematical vocabulary confidently. I can identify patterns in the number system, e.g. on a 100 square. I can continue, copy and create repeating patterns in number exploring odds and evens, doubles etc.</p> <p><b>Vocabulary:</b> count, touch count, number name, backward, less, most, least, bigger, smaller, consecutive, before, after, between, compare, more, fewer, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, pattern, 100 square, tens, odd, even, double</p>

<p>I can find one more or one less from a group of up to 5 objects.</p> <p>I understand the 'one more than' and 'one less than' relationship between consecutive numbers.</p> <p>I can link the number symbol (numeral) with its cardinal number value.</p> <p>I can use the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>I can compare numbers.</p> <p>I can use number names and symbols when comparing numbers.</p> <p>I can count an irregular arrangement of up to 10 objects.</p> <p>I can find one more or one less from a group of up to 10 objects.</p> <p>I can count out up to 10 objects from a larger group.</p> <p><b>Vocabulary:</b> count, touch count, number name, backward, less, most, least, bigger, smaller, consecutive, before, after, between, compare, more, fewer</p> <p><u>Shape, Space and Measure</u></p> <p><b>LEAPS</b></p> <p>I can use my own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what I will build.</p> <p><b>Vocabulary:</b> model, build, construct, shape, block, problem, plan, design</p>	<p>nineteen, twenty, pattern, 100 square, tens, odd, even, double</p> <p><u>Shape, Space and Measure</u></p> <p><b>LEAPS</b></p> <p>I can talk about and explore 2D shapes using informal and mathematical language.</p> <p>I can talk about and explore 3D shapes using informal and mathematical language.</p> <p>I can use informal language and analogies (e.g. heart shaped and hand shaped leaves), as well as mathematical terms to describe shapes.</p> <p>I enjoy composing and decomposing shapes, learning which shapes combine to make other shapes.</p> <p>I can compose and decompose shapes to help me recognise that a shape can have other shapes within it, just like numbers can.</p> <p>I can use my own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what I will build.</p> <p>I am beginning to experience measuring time with timers and calendars.</p> <p><b>Vocabulary:</b> shape, 2D, 3D, flat, solid, square, rectangle, circle, triangle, pentagon, hexagon, octagon, cube, sphere, cuboid, cone, cylinder, sides, vertices, edges, faces, roll, stack, timer, calendar, weeks, days, months, minutes, hours, seconds</p>	
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Block 1: Marvellous Me	Block 2: Time to Celebrate!	Block 3: Superheroes
<p><b>Ongoing</b> - I can engage in non-fiction books. I can listen to and talk about non-fiction books, applying new knowledge and vocabulary. I can ask and answer 'why' questions about texts that have been read to me.</p>		
<p><u>Past and Present</u> <b>LEAPS</b> I can use the environment (visual timetables) to sequence and discuss the day's structure using vocab - now/next. I can talk about my immediate family. I can remember and talk about significant events in my own experiences. I know the names of the days of the week and their order. I understand that my birthday celebrates the day I was born. I know when my birthday is (home project). I understand the generational relationships in a basic family tree including my siblings, mum, dad, and grandparents. I can sequence the basic stages of human life cycle. (Year 1) I know people in the school environment and their roles: Head Teacher, site manager, office manager, school cook.</p> <p><b>Vocabulary:</b> timetable, now, next, later, morning, afternoon, break, lunch, after, before, home time, family, mum, dad, brother, sister, auntie, uncle, cousin, grandad, grandma, pets, day, week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, birthday, born, celebrate, family tree, parents, siblings, grandparents, life cycle, born, birth, baby, child, teenager, adult, elderly, grow, change, school, head teacher, site manager, office manager, school cook, teacher, teaching assistant</p> <p><u>People, Culture and Communities</u> <b>LEAPS</b> I celebrate and comment on the visual differences (supported through similarities) between myself and my friends. I can draw plans/maps of my immediate environment.</p>	<p><u>Past and Present</u> <b>LEAPS</b> I can use the vocabulary: today, tomorrow, and yesterday in the correct context. I can name the four seasons. (Autumn) I can recognise and describe special times or events for my family or friends.</p> <p><b>Vocabulary:</b> today, tomorrow, yesterday, season, Autumn, changes, weather, tree, leaf, colours, red, brown, orange, yellow, conkers, acorns, squirrels, hedgehogs, badger, hibernate, nocturnal, celebration, wedding, birthday, Christmas, Easter, baptism</p> <p><u>People, Culture and Communities</u> <b>LEAPS</b> I understand that not everyone celebrates the same festivals, but know that how we celebrate is similar (e.g. special foods, decorations, music, special clothes, gifts) I can take an interest in and comment on unknown objects, exploring their textures, mass, colour, moving parts etc. (Religious artefacts) I know that people have different beliefs and traditions that affect their lives. I know that there is a link between stories and festivals (Diwali and The Story of Light, The Nativity Story). I know about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages and culture (European). I understand that other countries have traditional foods, significant buildings, traditional clothing and their own language. I can make inferences about locations in books based on previous knowledge or experiences (clothing worn, buildings, foods, weather, animals, landscape).</p>	<p><u>Past and Present</u> <b>LEAPS</b> I can name the four seasons. (Winter) I can take an interest in the different roles of people who support my community and make observations of their role, uniforms, transport.</p> <p><b>Vocabulary:</b> season, Winter, changes, weather, cold, snow, frost, ice, freeze, hibernate, migrate, scarf, hat, gloves, coat, community, police officer, fireman/woman, nurse, doctor, shop assistant, lollipop man/woman, paramedic, dentist</p> <p><u>People, Culture and Communities</u> <b>LEAPS</b> I know that there is a link between stories and festivals (Chinese New Year - The Great Race). I can create different play environments - beach, city, forest etc in small world play with support, naming their features; trees, rivers, mountains etc.</p> <p><b>Vocabulary:</b> Chinese New Year, Great Race, environment, beach, city, forest, tree, river, mountain, road, buildings, sea</p> <p><u>The Natural World</u> <b>LEAPS</b> I can show curiosity in the environment around me inside and outside (seasons). I can comment on unknown objects, based on my own exploration. I can observe and talk about the changes in objects over a period (melting). I can take part in simple experiments led by an adult (floating and sinking) discussing the differences in the objects. I can make simple predictions with support.</p>

<p><b>Vocabulary:</b> similarities, differences, hair, eyes, skin, height, tall, short, plan, map, school, classroom, hall, playground</p> <p><u>The Natural World</u></p> <p><b>LEAPS</b> I can sequence the basic stages of the human life cycle.</p> <p><b>Vocabulary:</b> life cycle, born, birth, baby, child, teenager, adult, elderly, grow, change,</p>	<p><b>Vocabulary:</b> festival, celebrate, food, decoration, music, special clothes, gifts, artefact, belief, tradition, story, Diwali, Nativity Story, culture, language, building, homes</p> <p><u>The Natural World</u></p> <p><b>LEAPS</b> I can show curiosity in the environment around me inside and outside (seasons). I can say what I can hear, see and feel whilst outside. I can notice an immediate change in weather (feeling the wind pick up, getting sunny). I can observe and talk about the changes in nature I notice. I can name the four seasons and talk about their differences and the impact on my life.</p> <p><b>Vocabulary:</b> senses, see, hear, feel, weather, wind, sun, rain, changes, seasons</p>	<p>I can carry out simple set up experiments (sorting materials) that enables me to talk about similarities (classifying). I can record observations in a number of ways; drawings, written work, photographs. I can say what I can hear, see and feel whilst outside. I can notice an immediate change in weather (feeling the wind pick up, getting sunny). I can observe and talk about the changes in nature I notice. I can name the four seasons and talk about their differences and the impact on my life.</p> <p><b>Vocabulary:</b> experiment, prediction, freeze, melt, change, warm, cold, hot, ice, water, sort, materials, similarities, differences, waterproof, transparent, soft, hard, senses, see, hear, feel, weather, wind, sun, rain, changes, seasons</p>
<p><b>Block 4: All Creatures Great and Small</b></p>	<p><b>Block 5: Home Sweet Home</b></p>	<p><b>Block 6: My Wonderful World</b></p>
<p><u>Past and Present</u></p> <p><b>LEAPS</b> I can name the four seasons. (Spring) I can show an understanding of the passing of time through the life cycle of plants, animals and minibeasts. I can compare and contrast the different stages in the life cycle of plants, animals, and mini beasts.</p> <p><b>Vocabulary:</b> seasons, changes, weather, Spring, blossom, trees, warm, rain, temperature, lambs, chicks, newborn, animals, life cycle, egg, caterpillar, chrysalis, butterfly, chick, hen, hatch, seed, leaf, stem, sapling, flower, fruit</p> <p><u>People, Culture and Communities</u></p> <p><b>LEAPS</b> I know that there is a link between stories and festivals (The Easter Story)</p> <p><b>Vocabulary:</b> Christian, Jesus, Easter, cross, life, festival, celebrate, church, Bible</p>	<p><u>Past and Present</u></p> <p><b>LEAPS</b> I can begin to organise/sequence my own story ideas on a story map using story stems structure as support, including the vocabulary first, next, after that and finally. I can answer and ask 'why' questions about texts that have been read to me. I understand that some historical events were before me, my parents, and my grandparents. I can take an interest in and comment on images of familiar situations from the past. I can take an interest in and comment on unknown objects exploring their textures, mass and moving parts etc. (historical artefacts). I can justify hypothesis regarding artefacts using existing knowledge or seeking more information; asking questions, building on the ideas of others, or using images and books.</p>	<p><u>Past and Present</u></p> <p><b>LEAPS</b> I can name the four seasons. (Summer) I can begin to organise/sequence my own story ideas on a story map using story stems structure as support, including the vocabulary first, next, after that and finally.</p> <p><b>Vocabulary:</b> Season, change, temperature, hot, sunny, warm, beach, sun cream, hat, water, sequence, first, next, after that, finally,</p> <p><u>People, Culture and Communities</u></p> <p><b>LEAPS</b> I know about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages and culture. I know that some places are far away, and we cannot walk there. I know what a globe is and that it represents the world. I know that there are many different countries in the world.</p>

## The Natural World

### LEAPS

I can show curiosity in the environment around me inside and outside (seasons).

I can say what I can hear, see and feel whilst outside.

I can notice an immediate change in weather (feeling the wind pick up, getting sunny).

I can observe and talk about the changes in nature I notice.

I can name the four seasons and talk about their differences and the impact on my life.

I can select equipment to help me follow my own enquiry or interest, for example, which mini beasts live in the playground?

I can use new knowledge to classify animals, therefore highlighting their similarities. E.g. carnivore dinosaurs all have sharp claws and teeth.

I can record observations to enable changes to be observed.

I can show an understanding of the passing of time through the life cycle of **animals and mini beasts**.

I can show an understanding of the passing of time through the life cycle of **plants**.

**Vocabulary:** senses, see, hear, feel, weather, wind, sun, rain, changes, seasons, animals, similarities, differences, life cycle, change, grow

**Vocabulary:** sequence, first, next, after that, finally, why, history, a long time ago, past, long ago, texture, mass, colour, moving part,

## People, Culture and Communities

### LEAPS

I know the landmark buildings (including places of worship) in the local environment and can discuss their importance.

I can talk about my home and the places that I go to in my immediate environment.

I know that we have different environments in this country (water, sea, woods, beaches etc).

I know that the country we live in is England.

I know the basic colour key on a map or globe; blue is the sea, green and brown is the land and white is snow.

I can create my own map of imaginary locations using a basic key; tree, sea, sand etc.

I take a personal interest in maps and globes asking questions to extend my knowledge.

**Vocabulary:** special places, buildings, home, house, Clifton, Nottingham, England, United Kingdom, map, globe, land, sea, woods, beach, city, town, village

I understand that other countries have traditional foods, significant buildings, traditional clothing and their own language.

I can make inferences about locations in books based on previous knowledge or experiences (clothing worn, buildings, foods, weather, animals, landscape).

I can describe the natural landscape of a biome.

I know that different countries have different landscapes (biomes).

I know some features of biomes (tundra, desert, forest, grassland, savannah, oceans).

I can make observations of landscapes in photos, books and videos.

I can make links between my knowledge of biomes to classify animals.

**Vocabulary:** world, Earth, country, far away, travel, transport, car, bus, train, plane, boat, differences, similarities, buildings, food, clothes, weather, landscape, biome, hot, cold, dry, wet, tundra, desert, forest, grassland, savannah, ocean, animals

## The Natural World

### LEAPS

I can show curiosity in the environment around me inside and outside (seasons).

I can say what I can hear, see and feel whilst outside.

I can notice an immediate change in weather (feeling the wind pick up, getting sunny).

I can observe and talk about the changes in nature I notice.

I can name the four seasons and talk about their differences and the impact on my life.

I understand that animals have similar features to live in specific habitats. E.g. camouflage, fur to protect from the cold etc.

**Vocabulary:** senses, see, hear, feel, weather, wind, sun, rain, changes, seasons, Autumn, Winter, Spring, Summer, animals, similarities, differences, habitat, features, protect, camouflage

## Expressive Arts and Design

### Block 1: Marvellous Me

### Block 2: Time to Celebrate!

### Block 3: Superheroes

#### Being Imaginative and Expressive

##### **LEAPS**

I can engage in imaginative role play based on my own first hand experiences that include role and simple narratives (e.g. having dinner together, going to the shops.)

I can use available resources to create props to support role play.

I can play instruments with control to play loud/ quiet (dynamics), fast/slow (tempo)

I can show control to hold and play instruments to produce musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater in the other.

**Vocabulary:** imagination, props, experience, story, instrument, loud, quiet, fast, slow, dynamics, tempo, sound, hold, bang, hit, tap, beater, shake, triangle, maraca, drum, tambourine, bells, clap, pulse

#### Creating with Materials

##### **LEAPS**

I understand that I can use lines to enclose a space and can begin to use these shapes to represent objects.

I can create drawings which show what I perceive to be important about a subject.

I can give meaning to marks I make.

I can create marks which recognisably represent an object (people with head, arms and legs)

I know that painted pictures need to dry and can store my painting independently and safely.

I can distinguish between colours and name them.

I can select a colour for purpose e.g. yellow for the sun.

I can manipulate malleable materials to create shapes.

I can select from a variety of resources to use in collage based on personal choices and criteria "its pink, I like pink"

I can create items of personal interest

#### Being Imaginative and Expressive

##### **LEAPS**

I can develop preference for forms of expression.

I can sing to myself and make up my own songs.

I can develop storylines with detail in my pretend play (e.g. someone's birthday party, sing and create a party)

I can identify and match an instrumental sounds (e.g. hears a shaker and indicates that it is a shaker)

I can sing a few familiar songs.

I can sing in a group or on my own, increasingly matching the pitch and following the melody.

I can clap or tap to the pulse of the music I am listening to.

I can show control to hold and play instruments to produce musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater in the other.

**Vocabulary:** sing, express, song, story, sound, instrument, sound, hold, bang, hit, tap, beater, shake, triangle, maraca, drum, tambourine, bells, melody, pitch, control

#### Creating with Materials

##### **LEAPS**

I can create drawings which include squares, rectangles and circles.

I can use large and medium brushes to add colour to add lines in sweeping movements to make simple representations.

I can explore mixing colours and observe the changes.

I can use a variety of colours when colouring and painting.

I can select from a variety of resources for collage due to their effectiveness to represent ideas (based on aesthetics and malleability) "I used this paper because it is shiny like the fishes scales."

I can use the environment / images to support the decision of what to create.

I can create closed spaces and enclosures.

#### Being Imaginative and Expressive

##### **LEAPS**

I can create scenarios in collaboration with others where we have different roles.

I can sing the pitch on a tone sung by another person (pitch match)

I can clap or tap to the pulse of the song I am singing.

I can use movement to express feelings.

I can keep a steady beat whilst playing instruments.

**Vocabulary:** roles, sing, pitch, tap, clap, pulse, instrument, beat

#### Creating with Materials

##### **LEAPS**

I can create a drawing which tell a story.

I can hold a smaller paintbrush correctly (matches pencil grip) to support control and precision.

I can show focus, concentration and control painting within lines on a template.

I can verbalise my choices for collage and construction.

I can say what I am going to make before doing so and can talk about what it will look like.

I can create enclosures and bridges which become the scenery for imaginative play with props like dolls, animals and toy cars.

I am beginning to cut a curved line.

I can show signs of creativity, as I add accessories to my structures e.g. vehicles, dolls, furniture, animals, loose parts (scarves, rocks, gems).

I know when to use specifically adhesives (glue stick-paper, PVA- heavier items) and can use them effectively.

**Vocabulary:** drawing, story, small, brush, collage, make, build, role play, prop, control, straight, curved, join, stick.

<p><b>Vocabulary:</b> enclose, house, building, fence, shapes, drawing, paint, drying rack, colours, red, yellow, blue, green, purple, orange, black, white, choose, collage</p>	<p>I can expand my building to take up large areas of space due to improved spatial awareness. I can join construction pieces together to build and balance.</p> <p><b>Vocabulary:</b> squares, rectangles, circles, large, medium, brush, line, move, mix, primary, secondary, change, light, dark, collage, build, make, join, together</p>	
<p><b>Block 4: All Creatures Great and Small</b></p>	<p><b>Block 5: Home Sweet Home</b></p>	<p><b>Block 6: My Wonderful World</b></p>
<p><u>Being Imaginative and Expressive</u> <b>LEAPS</b> I can create movement in response to music. I can plan and communicate collaboratively about my play. I can think abstractly about music and express this physically or verbally (e.g. this music sounds like a dinosaur) I can create sounds in vocal sound games. I can adjust my movements to the sound of instruments e.g. walks, jumps, hops to the sounds of a beating drum. I can replicate familiar choreographed dances, (e.g. imitate dance and movements associated with pop songs) I can tap rhythm to accompany words, e.g. tapping the syllables of names/objects/lyrics of a song.</p> <p><b>Vocabulary:</b> create, make, plan, dance, move, walk, jump, hop, sound, copy, replicate, shout, sing, rhythm, tap.</p> <p><u>Creating with Materials</u> <b>LEAPS</b> I can combine shapes to create an object e.g. a rectangle and a circle to form a hat. I can wash my paint brushes when using a new colour. I attempt to keep colours 'clean' by washing brushes in between each colour. I can explore existing textures of objects and describe them verbally. I can create objects for a given purpose (for play or given functionality) I know that paper can be joined in several ways and apply this knowledge in my creative work.</p>	<p><u>Being Imaginative and Expressive</u> <b>LEAPS</b> I notice what adults do, imitating what I observe and then doing it spontaneously when the adult is not there. I can sing the melodic shape (moving melody such as up and down, down and up), of familiar songs. I can choreograph my own dances to familiar music, on my own or in a small group. I can play along to the beat of the song I am singing or music I can listen to.</p> <p><b>Vocabulary:</b> look, watch, sing, song, dance, move, play, beat, listen.</p> <p><u>Creating with Materials</u> <b>LEAPS</b> I can create drawings with more detail. I can imitate a range of painting techniques modelled to me, e.g. printing, stamping, colour wash. I can imitate marks and textures into clay/dough surfaces. I can explain to an adult what I have created and what it is for. I can select pieces due to their size and shape to add symmetry and pattern. I can cut around circles, squares and images, confidently changing cutting directions and the angle of hold. I can use small construction materials that join in different ways with confidence. I can select construction pieces due to their aesthetics, size or function.</p>	<p><u>Being Imaginative and Expressive</u> <b>LEAPS</b> I can distinguish and describe changes in music and compare pieces of music (e.g. this music started fast and then became slow. This music had lots of instruments, but this music only have voices.)</p> <p><b>Vocabulary:</b> fast, slow, music, change, talk about.</p> <p><u>Creating with Materials</u> <b>LEAPS</b> I can create drawings which some understanding of basic observations. I am beginning to understand and explore how a colour can be changes by adding black and white for shades and tints and comment on my observations. I can reflect on my project and say what worked well. <b>Vocabulary:</b> draw, observe, look, explore, black, white, shade, tint, talk about.</p>

<p>I can join simple components in 3D structures effectively using a selected method of joining (box modelling) I can play with my creations.</p> <p><b>Vocabulary:</b> shapes, rectangle, square, circle, triangle, paint, brush, colour, clean, wash, texture, talk, describe, create, join, play.</p>	<p>I show pride in my creations, labelling them for safe keeping.</p> <p><b>Vocabulary:</b> create, make, paint, model, texture, stamp, print, colour wash, draw, talk about, size, shape, circle, square, rectangle, triangle, symmetry, pattern, cut, big, small, join, label.</p>	
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