

The Firs Lower School

Scheme of Work Year R



The Firs

Lower School

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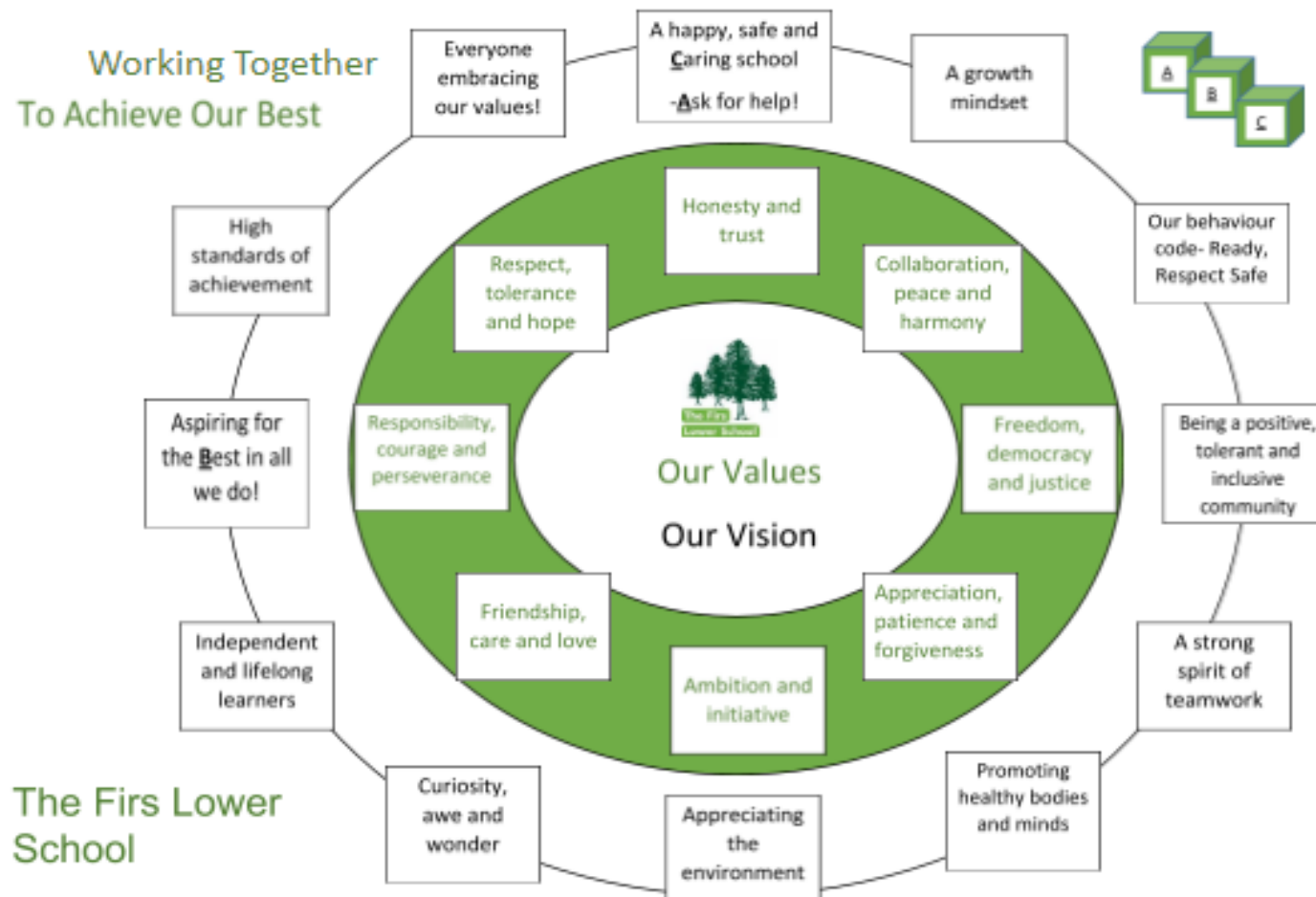
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Our Vision

Of central importance to us is the aspiration that all our children achieve the very best they are capable of, coupled with a belief in the benefits of mutual cooperation and team-work, for everyone in our community. These ideas are captured in our mission statement:

‘Working together to achieve our best’

We are passionate in our determination to make The Firs a caring environment, where children are excited by their learning, use their 'Growth Mindset' to achieve well, work with others successfully, develop a strong moral code and an appreciation of being part of a community. The key aspects of our vision for The Firs, springing from our values, is shown below:





Introduction

The Firs School Scheme of Work - Intent

In September 2019, the staff reviewed the intent behind the design of our curriculum and produced a series of draft proposals (version 1 of this document) to present to Governors, discuss with pupils and with parents on the School Forum. All the contributions that were put forward have been grouped into the Firs' Themes.

Section B - The Firs' Key Themes

The key themes, in addition to the National Curriculum requirements, that will be interwoven through the tapestry of our curriculum.

Section C - The Firs' Key Themes - Knowledge and Skills Maps

The Knowledge and Skills maps indicate what we want children to know and be able to do in relation to the 4 Firs' Key Themes. They build from and support knowledge and skills relating to coverage of the National Curriculum - see Section D.

Section D - The Curriculum in YR

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Section B - The Firs' Theme

The 4 Firs' Key Themes, in addition to the National Curriculum, to be interwoven through the tapestry of our curriculum.

Key Theme	Aims
1. Healthy Bodies and Minds (HBM)	<ul style="list-style-type: none"> a) To ensure that children know about keeping hydrated and the key aspects in ensuring they eat a balanced diet. b) To provide opportunities to get enough exercise in school and to learn about the need to keep fit and healthy. c) To support children in recognising their own emotions and the feelings of others and to begin to understand how our emotions influence what we do. d) To help children to know about mental health, what it means, ways to look after their own and how to seek help. e) To make sure children know the dangers they may meet online or when messaging, ways to keep themselves safe and how to get help.
2. Developing Me! (DMI)	<ul style="list-style-type: none"> a) To provide opportunities to explore moral issues and personal qualities, so that children develop an understanding and appreciation of The Firs' Values. b) To explore our 22 values in more depth, looking at how they shape the community we live in. c) To help children to understand and embrace the aspects of a Growth Mindset. d) To support the acquisition of good teamwork skills and an ability to work successfully with others. e) To teach the personal skills that will develop children's independence and self confidence. f) To enrich children's learning by giving opportunities to experience traditional games, nursery rhymes, songs, fairy tales and texts from the canon of great children's literature. g) To teach children about some of the great artists, musicians and scientists of the past and to feature their work and thinking in the art, music and science curriculum. h) To develop children's appreciation of and provide opportunities to experience, a range of traditional sports, whilst developing associated skills. i) To begin to learn about and discuss gender and race equality issues in Y4 and begin to learn some of the history behind the moves for emancipation in the 19th and 20th Centuries. j) To be given opportunities in Y4, to discuss and learn about age appropriate current affairs.



3. Forest Schools and the Environment (FSE)	<ul style="list-style-type: none"> a) To learn about the natural world around them, including local trees, wildlife and the seasons. b) To understand the problems facing the environment (including global warming, pollution, waste management and impact on the natural world) and ways we can take action to tackle issues. c) To be aware, at an age appropriate level, of current affairs relating to environmental issues. d) To benefit from forest school's work that develops practical skills, teaches about the natural world and gives opportunities to support outdoor learning in other curriculum areas. e) To develop social skills, independence and to foster self belief and confidence in Forest School sessions.
4. Our Community (OC)	<ul style="list-style-type: none"> a) To develop an appreciation of the values and rules needed to support a successful and happy community. b) To learn at an age appropriate level, about the different roles and functions offered by members of the community (both male and female) beginning to awaken ideas about future interests / careers e.g. police, doctors, nurses, vets, firefighters, scientists, engineers, retail etc. c) To learn about Democracy in Year 4 and ensure children begin to understand how our democracy works. d) To learn about Ampthill and the area they come from (in its historical and cultural contexts). e) To learn about and develop an appreciation of different cultures, including those in nearby towns and globally. f) To learn about and respect the religious beliefs of others. g) To develop a basic understanding of French culture and life, to compliment MFL French work and to capitalise on Ampthill's relationship with its twinned town Nissan-lez-Enserune. h) To have opportunities to meet, talk to and value the contribution and experience of older members of our community.

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Section C - The Firs' Themes Knowledge and Skills Maps

Firs Key Theme - 1. Healthy Bodies and Minds (HBM) - Knowledge and Skills					
Key Knowledge and Skills -	Year R	Year 1	Year 2	Year 3	Year 4
<p><u>Diet, Food and Drink</u></p> <p>1. Show awareness that eating and drinking are important.</p> <p>2. Begin to be aware that we all need to eat a variety of different foods to be healthy.</p> <p><u>Developing an Active Lifestyle</u></p> <p>3. Choose activities that they enjoy.</p> <p>4. Take part in physical activities that will help develop fitness and stamina.</p> <p><u>Emotional and Mental Health</u></p> <p>5. To be able to talk about themselves, their interests and things they like/dislike.</p> <p>6. To begin to recognise good and 'not so good' feelings.</p> <p>7. Be able to talk about people who look after</p>	<p><u>Diet, Food and Drink</u></p> <p>1. Show awareness that eating and drinking are important.</p> <p>2. Begin to be aware that we all need to eat a variety of different foods to be healthy.</p> <p><u>Developing an Active Lifestyle</u></p> <p>3. Choose activities that they enjoy.</p> <p>4. Take part in physical activities that will help develop fitness and stamina.</p> <p><u>Emotional and Mental Health</u></p> <p>5. To be able to talk about themselves, their interests and things they like/dislike.</p> <p>6. To begin to recognise good and 'not so good' feelings.</p> <p>7. Be able to talk about people who look after</p>	<p><u>Diet, Food and Drink</u></p> <p>1. Find out about and describe the basic needs of ...humans, for survival (water, food and air). (Science Y2 d)</p> <p>2. Describe importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Science Y2 e)</p> <p>3. Begin to be aware that being active and looking after yourself is important for health.</p> <p>4. Know it is good to drink plenty of water.</p> <p><u>Developing an Active Lifestyle</u></p> <p>5. Know some ways to get physical activity throughout the day.</p> <p>6. Take opportunities to take part in physical activity/sport.</p>	<p><u>Diet, Food and Drink</u></p> <p>1. Know what a healthy diet looks like and some of the benefits e.g. as depicted in <i>the eatwell guide</i>. (PSHE 39)</p> <p>2. Be aware that being active (an hour a day) and looking after yourself are important for health, including brushing teeth twice a day, flossing and visiting the dentist regularly. (PSHE 46)</p> <p>3. Know that it is important to eat breakfast every day. (PSHE 40)</p> <p>4. Know it is good to drink plenty and not get thirsty, e.g. drink 6-8 glasses a day. (PSHE 41)</p> <p><u>Developing an Active Lifestyle</u></p> <p>5. describe some ways of being physically active</p>	<p><u>Diet, Food and Drink</u></p> <p>1. Begin to make food choices based on an understanding that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in <i>the eatwell guide</i>. (PSHE 29)</p> <p>2. Identify a range of physical activities that help the body and evaluate the levels of physical activity in different pastimes (PSHE 35)</p> <p>3. Know that it is important to drink regularly throughout the day to stay hydrated.</p> <p><u>Developing an Active Lifestyle</u></p> <p>4. Know how much physical activity they should do in a day.</p> <p>5. Be aware that doing regular physical activity</p>	<p><u>Diet, Food and Drink</u></p> <p>1. Make food choices based on an understanding that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in <i>the eatwell guide</i>.</p> <p>2. Be aware of the importance of good oral health and being physically active, for health and wellbeing.</p> <p>3. Know that a balanced diet is needed because different foods provide different substances required for our health and begin to recognise some food groups namely nutrients (carbohydrate, protein, fat, vitamins and minerals), water and fibre.</p> <p>4. Be aware that food needs change and that some people eat or</p>

	<p>them and know when to ask for help.</p> <p><u>Internet Safety</u></p> <p>8. Be aware that they should 'not click if unsure'.</p> <p>9. Be aware not to speak to strangers, including on a computer or other device.</p> <p>10. Be aware they should 'ask for help' if anything worries them, including when using a computer.</p>	<p><u>Emotional and Mental Health</u></p> <p>7. Be able to recognise good and 'not so good' feelings. (PSHE 16)</p> <p>8. Begin to be able to use some vocabulary to describe their feelings. (PSHE 17)</p> <p>9. Be able to talk simply about change and loss. (for example, a lost toy, when a pet dies, moving home or school) (PSHE 23)</p> <p>10. Describe how people might feel when there is a change or loss if anyone is unkind to them. (PSHE 24)</p> <p>11. Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable.</p> <p>12. Recognise what they can do to help themselves or someone else who may be feeling unhappy. (PSHE 25)</p> <p><u>Internet Safety</u></p>	<p>throughout the day. (PSHE 43)</p> <p>6. Know to drink more when being active.</p> <p><u>Emotional and Mental Health</u></p> <p>7. To be able to think about themselves, recognising strengths and beginning to set realistic goals.</p> <p>8. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that all humans have in different experiences and situations. (PSHE 50)</p> <p>9. how to judge how what they are feeling is linked to things that happen and affects their behaviour. (PSHE 51)</p> <p>10. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (PSHE 52)</p>	<p>makes their body fitter and stronger.</p> <p>6. Know that the body uses more water when being physically active and this needs to be replaced.</p> <p><u>Emotional and Mental Health</u></p> <p>7. Be aware that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that everyone experiences</p> <p>8. Recognise and talk about their emotions, beginning to develop a varied vocabulary of words to use.</p> <p>9. the benefits of physical exercise, time outdoors, and other self care techniques on mental wellbeing and happiness. (PSHE 38)</p> <p>10. Know and begin to use some simple self-care techniques, including the importance of rest, time spent with friends</p>	<p>avoid certain foods, e.g. allergy/intolerance or religious belief.</p> <p><u>Developing an Active Lifestyle</u></p> <p>5. Know what it feels like to be active at a moderate and vigorous intensity.</p> <p>6. Be able to take part in more formalised types of physical activity.</p> <p>7. Begin to be aware of the basics of how physical activity affects their health.</p> <p>8. Be aware that doing regular physical activity makes their body fitter and stronger.</p> <p><u>Emotional and Mental Health</u></p> <p>9. Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>10. Recognise and talk about their emotions, including having a varied vocabulary of words to use when</p>
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		<p>13. With support and guidance, children learn about the internet and use simple appropriate websites. (Computing Y1 10)</p> <p>14. Learn to only use websites they trust.</p> <p>15. Learn what passwords are and Know not to share them with anyone but trusted adults.</p> <p>16. They learn the need to ask for help if they encounter something that worries them online. (Computing Y1 11)</p>	<p>11. Be able to talk about people who look after them, their family networks and who to go to if they are worried or need help.</p> <p>12. Begin to recognise how their behaviour affects others.</p> <p>13. Understand the difference between secrets and surprises and the importance of not keeping adults' secrets.</p> <p>14. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>15. Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p><u>Internet Safety</u></p> <p>16. Learn ways of getting support if they have concerns about content / contact online or with other online technologies.</p>	<p>and family and the benefits of hobbies and interests.</p> <p>11. understand how bullying can make people feel and that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and that this is unacceptable (PSHE 12)</p> <p>12. Be aware about how important friendships are in making us feel happy and how people choose and make friends.</p> <p><u>Internet Safety</u></p> <p>14. Learn about the benefits of social media sites, and the need for caution (incl. not giving personal information). (Computing Y3 12)</p> <p>15. Learn the importance of having secure passwords for accounts. (Computing Y3 13)</p> <p>16. Learn the importance of regularly changing passwords.</p>	<p>talking about their own and others' feelings.</p> <p>11. Begin to recognise whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>12. Be aware of the benefits of physical exercise, time outdoors, or other activities on mental wellbeing and happiness.</p> <p>13. Understand / use some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>14. isolation and loneliness can affect mental health and that it is very important to discuss feelings with and seek support.</p> <p>15. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>
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			<p>(Computing Y2 22)</p> <p>17. Learn that the internet can help to meet people, whilst understanding need for caution and to check with a trusted adult, before sharing private information.</p> <p>(Computing Y2 23)</p> <p>18. Learn to log off after using a website where logging in was needed.</p> <p>19. Learn that information online is not generally private.</p>	<p>17. Be aware that some people may not be honest online.</p> <p>18. Learn that the internet is a public space where they need to protect their privacy and the privacy of others.</p> <p>(Computing Y3 14)</p>	<p>16. The importance of self respect and how this links to our own happiness.</p> <p><u>Internet Safety</u></p> <p>17. Learn about the age restrictions on social media sites and the need for caution (incl. not giving personal information). (Computing Y4 12 & PSHE 11)</p> <p>18. Learn about the way information given / collected on individuals can be used without their knowledge.</p> <p>(Computing Y4 13)</p> <p>19. Explore how they need to interact with others safely and respectfully and be introduced to the concept of 'cyberbullying' and how to seek help if needed.</p> <p>(Computing Y4 14)</p> <p>20. Be aware that photos should only be shared with the subject's / owner's permission.</p> <p>21. Know how to find report/block buttons on commonly used websites.</p>
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					<p>22. Be aware that they are responsible for their actions online.</p> <p>23. Learn about their role as digital citizens, being discerning in how they interpret information found online (including the concept of 'fake news') and including showing respect for others in what they 'post'.</p> <p>(Computing Y4 15)</p>
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Firs Key Theme -	2. Developing Me! (DMI) - Knowledge and Skills				
Key Knowledge and Skills -	Year R	Year 1	Year 2	Year 3	Year 4
	<p><u>Our Values</u></p> <ol style="list-style-type: none"> 1. Begin to have an awareness of our values and how they apply to us in school. 2. With support, be able to take part in values related activities e.g. stories, exploring moral issues or personal qualities. <p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> • <u>Self Management</u> <ol style="list-style-type: none"> 3. Discuss the need to take responsibility for their actions 4. With prompting, begin to ask for help when needed. 5. Begin to organise their belongings and resources with support. <ul style="list-style-type: none"> • <u>Team Work</u> <ol style="list-style-type: none"> 6. Take part in discussion with others with support 7. Begin to understand the need to show fairness and consideration to others 	<p><u>Our Values</u></p> <ol style="list-style-type: none"> 1. Know the value for the month and with support, be able to explain it in simple terms. 2. Be able to take part in values related activities, exploring moral issues or personal qualities. <p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> • <u>Self Management</u> <ol style="list-style-type: none"> 3. Discuss the need to take responsibility for their actions 4. With prompting, begin to ask for help when needed. 5. Begin to organise their belongings and resources with support. <ul style="list-style-type: none"> • <u>Team Work</u> <ol style="list-style-type: none"> 6. Take part in discussion with others beginning to listen to other views 7. Show fairness and consideration to others with support 	<p><u>Our Values</u></p> <ol style="list-style-type: none"> 1. Know the value for the month and be able to explain it in simple terms. 2. Be able to take part in values related activities, exploring moral issues or personal qualities and make simple comments about personal reactions or views. <p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> • <u>Self Management</u> <ol style="list-style-type: none"> 3. Begin to take responsibility for their actions 4. Ask for help when appropriate. 5. Begin to organise their belongings and resources with support. <ul style="list-style-type: none"> • <u>Team Work</u> <ol style="list-style-type: none"> 6. Take part in discussion and listen to each others 7. Show fairness and consideration to others 	<p><u>Our Values</u></p> <ol style="list-style-type: none"> 1. Know the value for the month and be able to explain it and give an example of how it might be demonstrated. 2. Be able to take part in values related activities, exploring moral issues or personal qualities and relating them to their own lives. <p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> • <u>Self Management</u> <ol style="list-style-type: none"> 3. Take responsibility for their actions 4. Begin to manage risk 5. Ask for help when appropriate. 6. Begin to deal with pressure 7. Begin to organise their belongings and resources independently <ul style="list-style-type: none"> • <u>Team Work</u> <ol style="list-style-type: none"> 8. Take part in discussion and listen to others, 	<p><u>Our Values</u></p> <ol style="list-style-type: none"> 1. Know the value for the month, be able to explain it, give an example of how it might be demonstrated and why it is important. 2. Be able to take part in values related activities, exploring moral issues or personal qualities and relating them to their own lives and to the wider community. <p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> • <u>Self Management</u> <ol style="list-style-type: none"> 3. Take responsibility for their actions and use initiative to contribute positively. 4. Manage risk sensibly 5. Ask for help when appropriate. 6. Deal well with pressure 7. Organise their belongings and resources independently and reliably

	<ul style="list-style-type: none"> ● Creativity <p>8. Answer questions with support or added resources to prompt</p> <p>9. Explore simple ideas with support</p> <ul style="list-style-type: none"> ● Enquiry <p>10. Find answers to questions or problems that arise as part of play experiences</p> <ul style="list-style-type: none"> ● Commitment <p>11. Begin to show an awareness of a growth mindset</p> <p>12. Are generally motivated to try</p> <p>13. Beginning to show some resilience</p> <p>14. Generally participate positively in learning activities</p> <p>15. Actively and enthusiastically engage in most school experiences.</p>	<p>8. Begin to give feedback to others</p> <ul style="list-style-type: none"> ● Creativity <p>9. Begin to be able to think about new possibilities with support from an adult or resources.</p> <p>10. Begin to ask questions with support or added resources to prompt</p> <p>11. Explore ideas with support</p> <ul style="list-style-type: none"> ● Enquiry <p>12. Find answers to questions with support</p> <ul style="list-style-type: none"> ● Commitment <p>13. Begin to use their growth mindset</p> <p>14. Are motivated to try</p> <p>15. Are often resilient and persevere with encouragement</p> <p>16. Participate positively in learning activities</p> <p>17. Actively and enthusiastically engage</p>	<p>8. Begin to give support and feedback to others</p> <ul style="list-style-type: none"> ● Creativity <p>9. Be able to think about new possibilities with support from an adult or resources.</p> <p>10. Begin to ask questions</p> <p>11. Explore ideas with some support</p> <p>12. Make simple choices</p> <ul style="list-style-type: none"> ● Enquiry <p>13. With support, begin to decide which parts of what they have learnt are important</p> <p>14. Find answers to questions with support</p> <p>15. Begin to explain reasons for their decisions with support</p>	<p>coming to agreements with support</p> <p>9. Show fairness and consideration to others</p> <p>10. Give support and feedback to others</p> <ul style="list-style-type: none"> ● Creativity <p>11. Begin to be able to imagine possibilities beyond the current situation</p> <p>12. Ask questions</p> <p>13. Begin to be able to make connections with other experiences or areas of learning</p> <p>14. Explore ideas</p> <p>15. Make choices</p> <ul style="list-style-type: none"> ● Enquiry <p>16. With support, look at learning in new ways</p> <p>17. Begin to decide which parts of what they have learnt are important</p> <p>18. Find answers to questions</p>	<p>8. Respond well to change</p> <ul style="list-style-type: none"> ● Team Work <p>9. Take part in discussion, listen to others and come to agreements</p> <p>10. Adapt their behaviour to different roles and situations</p> <p>11. Show fairness and consideration to others</p> <p>12. Give sensitive and appropriate support and feedback to others</p> <ul style="list-style-type: none"> ● Creativity <p>13. Be able to imagine possibilities beyond the current situation</p> <p>14. Ask questions</p> <p>15. Be able to make connections with other experiences or areas of learning</p> <p>16. Explore ideas making original and thoughtful contributions</p> <p>17. Make choices and explain thinking</p>
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	<ul style="list-style-type: none"> ● Reflection 16. Respond positively to praise 17. Begin to learn that mistakes are powerful 18. Begin to respond positively to simple feedback <u>Look what I can do!</u> 19. Using a tissue to wipe face and hands 20. Independently packing items away 21. Developing friendships 22. Expressing emotions 23. Following rules 24. Knowing where familiar items are kept 25. Toileting independently 26. Choosing weather appropriate clothes 27. Dressing self independently 28. Feeding self without difficulty 29. Taking turns 30. Playing with 4 or 5 children in a group <u>Our Culture</u> 31. Know and be able to	in most school experiences. <ul style="list-style-type: none"> ● Reflection 18. Begin to be inspired by praise 19. Begin to understand that mistakes are powerful 20. Begin to respond well to feedback <u>Look what I can do!</u> 21. Dressing independently 22. Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot) 23. Feeding self without difficulty 24. Expressing emotions 25. Opening lunch boxes, zip lock bags, food packaging 26. Sitting at a desk, following teacher instruction, and independently doing simple in-class assignments 27. Coping in busy/noisy	<ul style="list-style-type: none"> ● Commitment 16. Use their growth mindset and begin to demonstrate self belief 17. Are motivated to try 18. Are generally resilient and persevere with encouragement 19. Participate positively in learning activities 20. Actively and enthusiastically engage in all school experiences. <ul style="list-style-type: none"> ● Reflection 21. Are inspired by praise 22. Begin to demonstrate a belief that mistakes are powerful 23. Begin to respond well to feedback 24. Begin to evaluate their learning experiences with support <u>Look what I can do!</u> 25. Eating a range of food	19. Begin to explain reasons for their decisions <ul style="list-style-type: none"> ● Commitment 20. Use their growth mindset and demonstrate self belief 21. Are motivated to try 22. Are resilient and persevere with encouragement 23. Participate positively in learning activities 24. Actively and enthusiastically engage in all school experiences. <ul style="list-style-type: none"> ● Reflection 25. Are inspired by praise 26. Know that mistakes are powerful and don't fear them. 27. Respond well to feedback 28. Begin to understand their own progress	<ul style="list-style-type: none"> ● Enquiry 18. Look at learning in new ways 19. Decide which parts of what they have learnt are important 20. Find answers to more complex questions 21. Find problems to solve 22. Find exciting ways to learn something new 23. Explain reasons for their decisions <ul style="list-style-type: none"> ● Commitment 24. Use their growth mindset and demonstrate self belief 25. Are motivated to try 26. Have a willingness to invest (Make sacrifices) 27. Are resilient and persevere independently 28. Participate positively in learning activities 29. Actively and enthusiastically engage
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	<p>play some traditional games e.g. hopscotch, 'ring o ring a roses' etc.</p> <p>32. Know a range of traditional songs and nursery rhymes</p> <p>33. Know a range of traditional simple fairy tales e.g. Goldilocks, The Three Little Pigs, The Three Billy Goats Gruff etc.</p> <p>34. Be aware of a range of appropriate texts through reading experiences in school, including regularly listening to the teacher read.</p>	<p>environments</p> <p><u>Our Culture</u></p> <p>28. Know a range of traditional songs and nursery rhymes</p> <p>29. Know a range of traditional fairy tales e.g. Jack and The Beanstalk, Cinderella, Sleeping Beauty etc.</p> <p>30. Be aware of a range of appropriate texts through reading experiences in school, including regularly listening to the teacher read.</p> <p>31. Be aware of the contribution of some great scientists, writers, thinkers, artists and musicians, as part of their work across the curriculum.</p> <p>32. Take part in a range of physical activity and sports, developing associated skills.</p>	<p>and tolerating different textures</p> <p>26. Expressing emotions</p> <p>27. Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot)</p> <p>28. Independently toileting during the day</p> <p>29. Coping in busy/noisy environments</p> <p>30. Telling the time</p> <p>31. Feeding self without difficulty</p> <p>32. Knowing where their body is in time and space to coordinate body movements for ball skills</p> <p>33. Playing with 4 or 5 children in a group successfully</p> <p>34. Inhibiting the need to talk/ask questions</p> <p><u>Our Culture</u></p> <p>35. Know a range of traditional fairy tales e.g. Red Riding Hood, Hansel and Gretel, Rumpelstiltskin etc.</p> <p>36. Be aware of a range of appropriate texts</p>	<p>29. Begin to evaluate their learning experiences</p> <p>30. Set realistic goals with support</p> <p><u>Look what I can do!</u></p> <p>31. Packing a bag for school or other outings with little assistance/ prompting</p> <p>32. Recalling events and describing them</p> <p>33. Expressing emotions</p> <p>34. Remembering a sentence to write that was just thought about or told</p> <p>35. Attending for longer periods of time</p> <p>36. Sitting still (e.g. in class, at mealtimes)</p> <p>37. Coping in busy/noisy environments well</p> <p>38. Taking on more responsibilities e.g. chores / jobs in school</p> <p>39. Understanding money</p> <p>40. Telling the time and beginning to display some time management skills</p> <p>41. Inhibiting the need to talk and ask questions</p>	<p>in all school experiences.</p> <p>• <u>Reflection</u></p> <p>30. Are inspired by praise</p> <p>31. Know that mistakes are powerful and don't fear them.</p> <p>32. Respond well to feedback and act upon it positively</p> <p>33. Understand their own progress</p> <p>34. Evaluate their learning experiences</p> <p>35. Set realistic goals</p> <p>36. Ask for feedback</p> <p><u>Look what I can do!</u></p> <p>37. Packing a bag for school or other outings with no assistance</p> <p>38. Recalling events and describing them in more detail</p> <p>39. Expressing emotions and understanding link with behaviour</p> <p>40. Coping in a range of different environments well</p>
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			<p>through reading experiences in school, including regularly listening to the teacher read.</p> <p>37. Be aware of the contribution of some great scientists, writers, thinkers, artists and musicians, as part of their work across the curriculum.</p> <p>38. Take part in a range of physical activity and sports, developing associated skills.</p>	<p><u>Our Culture</u></p> <p>43. Be aware of a range of appropriate texts through work in literacy and reading experiences in school, including regularly listening to the teacher read.</p> <p>44. Be aware of the contribution of a range of great scientists, writers, thinkers, artists and musicians, as part of their work across the curriculum.</p> <p>45. Take part in a range of physical activity and sports, developing associated skills and beginning to develop an awareness of the contribution of sport to our culture.</p>	<p>41. Taking responsibilities regularly and reliably</p> <p>42. Understanding money</p> <p>43. Telling the time and displaying time management skills</p> <p>44. Inhibiting the need to talk and ask questions</p> <p>45. Preparing simple meals</p> <p><u>Our Culture</u></p> <p>46. Be aware of a range of appropriate texts through work in literacy and reading experiences in school, including regularly listening to the teacher read.</p> <p>47. Be aware of the contribution of a range of great scientists, writers, thinkers, artists and musicians, as part of their work across the curriculum.</p> <p>48. Take part in a range of physical activity and sports, developing associated skills and beginning to develop an awareness of the contribution of sport to our culture.</p>
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					<p>49. Learn about some of the key aspects of the emancipation of women including:</p> <ul style="list-style-type: none"> i. The suffragette movement ii. Examples of how women have had a great impact in recent history iii. Key changes in the law e.g. women able to vote in 1928 iv. Sex discrimination act 1975 v. Equal Pay act 1985 <p>50. Be aware of and be able to discuss some aspects of current affairs, through appropriate sources such as children's news programmes and magazines.</p>
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Firs Key Theme - 3. Forest Schools and the Environment (FSE) - Knowledge and Skills					
Key Knowledge and Skills -	Year R	Year 1	Year 2	Year 3	Year 4
	<u>Appreciating The Natural World.</u> 1. Begin to be aware of some common plants and animals in the local environment e.g. through collections of objects on a nature table or as part of a forest walk. (OC YR 6) 2. Begin to be aware of some common animals e.g. by playing with zoo, farm and minibeast models. 3. Begin to be aware of the fact that animals can be found in different habitats e.g. through exploring 'sea life' or 'antarctic' animals in water play. 4. Be aware that plants grow and change over time e.g. through planting in and observing change in the wildlife area or planting area.	<u>Appreciating The Natural World.</u> 13. Identify and name a variety of common wild and garden plants (Science Y1 a) 14. Identify and describe the basic structure of a variety of common flowering plants, including trees. (Science Y1 b) 15. Be aware of some of the animals that are around them locally e.g. common minibeasts and birds, rabbits, foxes, badgers, deer, hedgehogs etc. <u>Forest Schools.- Team work and Problem Solving</u> 16. Be able to cooperate in team activities. 17. Be able to participate successfully in team activities, including taking turns. 18. Explain how an activity has been completed	<u>Appreciating The Natural World.</u> 1. Identify and name some common trees in the local area. 2. Identify and name some common seeds and the tree they come from e.g. beech seeds, sycamore seeds, conkers etc. 3. Understand the function of seeds and begin to be aware that they are dispersed in different ways. 4. Observe and describe how seeds and bulbs grow into mature plants. (Science Y2 a) 5. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Science Y2 b) 6. Notice that animals,	<u>Appreciating The Natural World.</u> a. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Science Y3 a) b. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. (Science Y3 b) c. Investigate the way in which water is transported within plants. (Science Y3 c) d. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Science Y3 d) <u>Decomposition</u>	<u>Waste- A Human Problem</u> 1. Know that waste is a human problem and that cycles in nature e.g. water cycle and Nitrogen Cycle) do not leave waste. 2. Be aware of the current problems caused by waste e.g. the use of landfill / incineration etc. and the need for improved waste management. 3. Understand the difference between litter and waste. 4. Understand some of the negative ways that litter impacts on the environment including relevant news stories e.g. clogging waterways, affecting the soil, polluting oceans and harming animals. <u>Marine Waste</u> 5. Know what marine



	<p><u>Forest Schools.- Team Work and Problem Solving</u></p> <p>5. Be able to cooperate with some success in team activities.</p> <p>6. Be able to participate in team games.</p> <p>7. With support, explain how an activity has been completed.</p> <p><u>Forest Schools.- Practical Skills and Tool Work</u></p> <p>8. Use provided natural materials to make an object as demonstrated e.g. a bug hotel.</p> <p><u>Appreciation and Awareness of the Natural World</u></p> <p>9. Begin to use their 5 senses to explore the world about them.</p> <p>10. With prompting, become aware of the natural world around them e.g. bird song.</p> <p>11. With guidance, begin to show care for natural things and their environment e.g. how to handle a worm without harming it.</p>	<p>with more independence.</p> <p><u>Forest Schools.- Practical Skills and Tool Work</u></p> <p>19. Find and use natural materials to make an object as demonstrated e.g. a bug hotel.</p> <p>20. Decide on an appropriate location for an object e.g. a bug hotel.</p> <p><u>Appreciation and Awareness of the Natural World</u></p> <p>21. Develop their use of the 5 senses to explore the world about them.</p> <p>22. With prompting, become aware of the natural world around them and begin to comment on it e.g. observing a squirrel.</p> <p>23. With some guidance, show care for the natural world and their environment e.g. demonstrating the desire to rectify the impact of litter on the environment.</p>	<p>...have offspring which grow into adults. (Science Y2 c)</p> <p>7. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Science Y2 d)</p> <p>8. Be aware about the seasonal changes that happen in the environment.</p> <p><u>What is Waste?</u></p> <p>9. Know that waste is something we do not need and throw away.</p> <p>10. Understand that waste is generated in different ways.</p> <p>11. Understand that there is no waste in nature e.g. an apple will rot away and animals and plants will eat/benefit from it)</p> <p>12. Know that we can manage waste at its source e.g. by putting our waste in different bins.</p>	<p>5. Understand that decomposition is a process where natural materials decay.</p> <p>6. Be aware that decomposing material can become a source of food / nutrient in the soil e.g. for plants, insects, animals and birds.</p> <p>7. Know that decomposition begins when something dies and is caused by bacteria and fungi.</p> <p><u>Managing Waste With The 5Rs!</u></p> <p>8. Understand the 5 Rs - Refuse, Reduce, Reuse, Recycle and Repair.</p> <p>9. Know that the use of plastics is a modern problem and why?</p> <p>10. Be aware of how reducing our use or refusing to use certain materials can help the waste problem.</p> <p>11. Understand that there are recyclable and non recyclable materials.</p>	<p>waste is e.g. human created waste that has been deliberately or accidentally released into the sea.</p> <p>6. Understand that there are different types of marine waste e.g. sewage, oil or chemical spillage, plastics etc.</p> <p>7. Understand the impact of plastics and micro plastics (less than 5mm) on marine life.</p> <p>8. Look at coverage of this issue in appropriate news stories.</p> <p><u>Global Warming</u></p> <p>9. Be aware that human pollution is increasing the amount of carbon dioxide in the atmosphere.</p> <p>10. Begin to understand that the increased carbon dioxide acts like the glass in a greenhouse, trapping the sun's heat and warming up our world.</p> <p>11. Know that our world</p>
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	<p><u>Forest Schools - Supporting The Wider Curriculum</u></p> <p>12. Appreciate the way technology can be used to record and share their work in Forest Schools e.g. sharing FS pictures from the website at home.</p>	<p><u>Forest Schools - Supporting The Wider Curriculum</u></p> <p>24. Use a camera, with support, to record their work.</p>	<p><u>Litter</u></p> <p>13. Be able to suggest reasons why people drop litter.</p> <p>14. Know the places where people litter the most.</p> <p>15. Know the ways litter can affect animals and our surroundings.</p> <p>16. Be able to suggest some ideas for reducing litter.</p> <p><u>Forest Schools.- Team Work and Problem Solving</u></p> <p>17. Be able to cooperate positively in team activities.</p> <p>18. Be able to participate successfully in team activities, including taking turns and communicating clearly.</p> <p>19. Explain how a simple activity has been completed.</p> <p><u>Forest Schools.- Practical Skills and Tool Work</u></p> <p>19. Find and use natural materials to make an object independently e.g. a bug hotel.</p>	<p>12. Know some of the ways that we can reduce, reuse and recycle our waste and be aware of what is in place locally.</p> <p><u>Packaging</u></p> <p>13. Be able to name some of the uses of packaging.</p> <p>14. Understand some of the problem caused by different sorts of packaging.</p> <p>15. Be aware of some changes that can be put in place to limit the negative impact of packaging on the environment.</p> <p><u>Forest Schools.- Team Work and Problem Solving</u></p> <p>16. Be able to cooperate positively in team activities, making a good contribution.</p> <p>17. Be able to participate successfully in team activities, including taking turns, communicating clearly and supporting other</p>	<p>warming up is creating many problems for the environment.</p> <p>12. Be able to talk about some of the impacts of global warming (including in the news) e.g. risks of increased drought and food shortages, more extreme weather, ice melting / rising sea levels and the loss of animal habitats.</p> <p>13. Know about some of the possible ways to tackle global warming (including in the news) e.g. saving electricity, use of renewable energy sources, increasing the use of electric cars, reducing CO₂ emissions, reducing meat intake etc.</p> <p><u>Forest Schools.- Team Work and Problem Solving</u></p> <p>14. Be able to work in a team successfully to achieve a set goal.</p>
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			<p>20. Begin, with support to use a knife to whittle.</p> <p>21. Use tools to change and explore the structure of wood.</p> <p>22. Learn how different appearance / smell of the layers of wood attract insects.</p> <p>23. Be able to tie a simple knot (overhand knot / half hitch)</p> <p><u>Appreciation and Awareness of the Natural World</u></p> <p>24. Use their 5 senses in a more careful way, to explore the world about them successfully.</p> <p>25. With some prompting, show awareness of the natural world around them and begin to comment on their emotional reaction e.g. observing butterflies.</p> <p>26. Show care and appreciation for the natural world and their environment e.g. demonstrate fascination and appreciation of the gradual change from</p>	<p>team members.</p> <p>18. Explain how an activity has been completed, adding additional detail including their own observations.</p> <p><u>Forest Schools.- Practical Skills and Tool Work</u></p> <p>19. Find and use natural materials to make an object independently, altering the design to suit the needs of the user e.g. altering a bug hotel sp it can accomodate ants.</p> <p>20. Use a knife to whittle independently.</p> <p>21. To research facts connected with the natural world in order to perform a task e.g. to decide which insects to attract to a bug hotel.</p> <p>22. To use a magnifying glass to look at an object in greater detail.</p> <p><u>Appreciation and Awareness of the Natural World</u></p> <p>23. Use their 5 senses in a more discerning way, to explore the world about</p>	<p>15. Be able to participate successfully in team activities, including leading and/or assigning tasks and responsibilities.</p> <p>16. Be able to choose to work independently or with others according to the situation.</p> <p>17. Explain how an activity has been completed, adding additional detail including their own observations.</p> <p><u>Forest Schools.- Practical Skills and Tool Work</u></p> <p>18. To justify and consider how they will approach a practical task before doing it.</p> <p><u>Appreciation and Awareness of the Natural World</u></p> <p>19. Using all senses, personal experiences, the views of others and knowledge to arrive at a more complex appreciation of the natural world.</p> <p>20. Unprompted, show awareness of the</p>
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			<p>tadpole to frog.</p> <p><u>Forest Schools - Supporting The Wider Curriculum</u></p> <p>27. Use a camera to record their work.</p>	<p>them successfully including comparing with previous experiences and knowing which sense is giving them the greatest awareness.</p> <p>24. Begin, unprompted, to show awareness of the natural world around them commenting on their emotional reaction e.g. noticing the sound of rain or wind in the trees.</p> <p>25. Show care and appreciation for the natural world and their environment e.g. demonstrate fascination and appreciation over the diversity of life in the minibeast world.</p> <p><u>Forest Schools - Supporting The Wider Curriculum</u></p> <p>26. Learn about how predator / prey relationships occur in the local environment</p> <p>27. Use a camera to record work & using prompts given in lesson, talk</p>	<p>natural world around them commenting on their emotional reaction e.g. observing birds nesting on site.</p> <p>21. Show care and appreciation for the natural world and the potential for people to impact positively or negatively on the natural world e.g. swans being caught in fishing lines or hedgehogs caught in plastic can holders.</p> <p><u>Forest Schools - Supporting The Wider Curriculum</u></p> <p>22. Begin to learn about and appreciate a wider range of minibeasts in the local environment.</p> <p>23. Impact of environmental change on animal habitats locally.</p> <p>24. Use a camera to record their work and use them to create posters to create a display in school.</p>
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about their work using the pictures.

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4. Our Community (OC) - Knowledge and Skills					
Firs Key Theme -	Year R	Year 1	Year 2	Year 3	Year 4
Key Knowledge and Skills -	<p><u>Building a Community</u></p> <ol style="list-style-type: none"> The importance of respecting others. The conventions of courtesy and manners. Why rules are important in Pine. How they are looked after in Pine e.g. if they need help with a game, are feeling sad, unwell or can't do something. Learn about some of the professionals who hold key roles in our local community e.g. nurses, vets, doctors and dentists. <p><u>Amphill and Beyond!</u></p> <ol style="list-style-type: none"> Begin to be aware of some common plants and animals in the local environment e.g. through collections of objects on a nature table or as part of a 	<p><u>Building a Community</u></p> <ol style="list-style-type: none"> The importance of respecting others. the conventions of courtesy and manners and how these conventions can make people feel happy and respected. (PSHE 39) Why rules are important at home and in school. How we are looked after in school e.g. by teachers, teaching assistants, lunchtime supervisors, office staff, cleaning staff, crossing patrol staff etc. and how we should react respectfully and safely to them. (PSHE 38) Learn about some of the professionals who hold key roles in our local community e.g. 	<p><u>Building a Community</u></p> <ol style="list-style-type: none"> The importance of respecting others, even when they are very different from them. the conventions of courtesy and manners in the context of developing friendly relations with others (PSHE 38) Why rules are important in school and what it would be like without them. How we are looked after in the community e.g. hospitals, paramedics, police, fire service and what life would be like without this being in place. Learn about a wider range of professionals, who hold key roles in our local community 	<p><u>Building a Community</u></p> <ol style="list-style-type: none"> The importance of respecting others, even when they are very different from them. The conventions of courtesy and manners. (PSHE 22) Why rules are important in the wider community and what it would be like without them. How more vulnerable people in the community are supported e.g. ill and disabled people, homeless people etc. Learn about some of the different jobs done by people locally, including parents and how they contribute to the community in different ways. 	<p><u>Building a Community</u></p> <ol style="list-style-type: none"> How law and order is maintained in society including the police and court system. Learn about the contribution made by and need to value the older members of the community e.g. grandparents and other senior members of the local community. The importance of self-respect and how this links to their own happiness. That in school and in wider society, they can expect to be treated with respect and in turn should show due respect to others, and those in authority. What a stereotype is, and how stereotypes

	forest walk. (FSE YR 1)	<p>police, firefighters, teachers and librarians.</p> <p><u>Amphill and Beyond!</u></p> <p>6. Learn about and identify some Amphill landmarks e.g. St Andrew's Church, Clock tower, The Firs Lower School, Waitrose, The Library etc.</p>	<p>and the key roles they perform.</p> <p><u>Amphill and Beyond!</u></p> <p>6. Learn about the work of members of the Amphill community e.g. the Park Ranger, Amphill Mayor etc.</p>	<p><u>Amphill and Beyond!</u></p> <p>6. Learn some details regarding the lives of people in Amphill in World War 2 (History C V and Vi)</p> <p>7. Learn about some of the different ethnic and religious communities in nearby towns e.g. Bedford's Muslim and Sikh communities.</p>	<p>can be unfair, negative or destructive.</p> <p>6. Learn about some of the different possible career paths children might take in the future and what goals they would need to set to perform that role.</p> <p>7. Learn how democracy works in our country including:</p> <ol style="list-style-type: none"> Electing MPs (PSHE 31) The houses of parliament Political parties (PSHE 30) How a government is formed The Prime Minister role How laws are passed. (PSHE 32) How laws keep people safe (PSHE 34) <p><u>Amphill and Beyond!</u></p> <p>9. Learn about life in modern Amphill e.g. festivals, town council, shopping, industry in the town and new</p>
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					<p>building going on etc.</p> <p>10. Learn about some of the different ethnic and religious communities in nearby towns e.g. Bedford's Polish community.</p> <p>11. Learn about Paris, some of the key landmarks and aspects of French culture, such as food and leisure activities. (French Y4 19)</p> <p>12. Learn about the lives of children in France and particularly in Nissan-Lez-Enserune, which is twinned with Ampthill. (French Y4 17)</p>
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Section D - The Curriculum in Year R

Planning in the moment

We want children to enjoy their learning and make rapid progress with the acquisition of appropriate knowledge and skills. In designing our curriculum we have taken account of what is deemed as best early years practice. This is why the majority of children's learning experiences in YR are planned following the 'Planning in the moment' principle.

"In the moment" planning is a very simple idea – **observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that moment.** The written account of some of these interactions becomes a learning journey.

Through our interactions with children we build a picture of both their interests and the next steps they need to develop their knowledge and skills. We use this information to plan experiences for the children that capture their interest and develop their learning.

Year R Core Curriculum - Knowledge and Skills

Reading Strand	Writing Strand	Maths Strand
We follow the Read Write Inc. synthetic phonics scheme and these objectives are sequential.	Writing skills are developed formally as part of the RWI programme although writing opportunities are also a regular part of the continuous provision e.g. Helicopter Stories	Maths planning is derived from the Essential Maths scheme and is supported by material from White Rose.
Set 1 sounds Group A Can recognise few or no Set 1 single-letter sounds	1. Write own first name 2. Forms lowercase and capital letters correctly. 3. Spell words by identifying the sounds and writing the sound with letter/s	(1-16 correspond with RLS 1-16) 1. Subitising numbers up to 5; recognising the amount without counting. Recognising numbers to 5 and linking names to their values. 2. Counting reliably, using number names in
Set 1 sounds Group B Can recognise most Set 1 single-letter		

sounds but cannot blend orally		
Set 1 sounds Group C Can recognise most Set 1 single- letter sounds and can blend sounds into words orally	4. Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. 5. Re-read what they have written to check it makes sense.	order and one to one correspondence. 3. Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them. 4. Noticing, describing and extending patterns, including thinking about what part is the repeating unit. 5. Classifying (grouping) objects using given criteria and their own ideas and comparing the groups after classification. 6. Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets. 7. Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts. 8. Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols. 9. Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10. 10. Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds. 11. Combining parts to make a whole and
Ditty Group -Can recognise all Set 1 single-letter sounds and can Fred Talk most short words containing these sounds e.g. am, in, yes. -Read the common exception words matched to this Level. -Can read simple phrases.		
Red Group -Can recognise all Set 1 sounds (incl. Special Friends- sh, ch, th, ng, nk, qu) -Can Fred Talk most real words containing 3 or 4 Set 1 sounds e.g. jump, shop -Can Fred Talk most nonsense words (CVC) -Read the common exception words matched to this Level.		
Green Group - End of YR expectation -Can Fred Talk most real and nonsense words containing 3 or 4 Set 1 sounds e.g. black, sing, melp, thap -Can read most CVC words at speed e.g. can, got -Read the common exception words matched		

<p>to this Level.</p> <ul style="list-style-type: none"> -Can read simple sentences. -Re-read books to build their confidence in word reading, their fluency and their understanding and enjoyment. 		<p>using the part, whole model to develop an understanding of addition.</p>
<p>Purple Group - End of YR expectation</p> <ul style="list-style-type: none"> -Can read most CVC words at speed e.g. can, got -Can read most words containing Set 1 Special Friends at speed e.g. fish, them -Read the common exception words matched to this Level. 		<p>12. Explores what to do when something is missing; initially the whole but moving on to working out a missing part. Different types of problems will be used to teach different strategies.</p>
<p>Pink Group - Beyond YR expectations</p> <ul style="list-style-type: none"> -Can recognise Set 2 sounds ay, ee, igh, ow, oo, oo at speed -Can Fred Talk most real and nonsense words containing Set 2 sounds listed above e.g. spray, klow -Can read most words containing 3 or 4 Set 1 sounds at speed e.g. help, long -Read the common exception words matched to this Level. 		<p>13. Understanding values to 20 (focusing on the numbers 10 – 20) by creating the unit of 10, for comparison and finding one more and one less than a number.</p> <p>14. Exploring doubling and halving, including solving problems involving doubling and halving.</p> <p>15. Understanding that numbers are either odd or even, looking at their 'composition' and whether they share fairly into two groups.</p>
<p>Orange Group - Beyond YR expectations</p> <ul style="list-style-type: none"> -Can recognise Set 2 sounds ar, or, air, ir, ou, oy at speed -Can Fred Talk most real and nonsense words containing Set 2 sounds listed above e.g. part, blout -Can read most words containing 3 or 4 Set 1 		<p>16. Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers.</p> <p>17. To begin to know the names of 2D and 3D shapes e.g. circle, triangle, square, rectangle, hexagon and pentagon and sphere, cylinder, cube, cuboid and cone.</p> <p>18. Compose and decompose shapes so children recognise a shape can have other shapes within it.</p>



sounds//first six Set 2 sounds at speed e.g. quick, sleep -Read the common exception words matched to this Level.		
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Year R Core Curriculum - Knowledge and Skills				
<i>Communication and Language Strand</i>	<i>Personal, Social and Emotional Development Strand</i>	<i>Physical Development Strand</i>	<i>Understanding The World Strand</i>	<i>Expressive Arts and Design Strand</i>
1. Understand how to listen carefully and why listening is important	1. See themselves as a valuable individual.	1. Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • Rolling • Crawling • Walking • Jumping • Running 	1. Talk about members of their immediate family and community.	1. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining their ideas and developing their ability to represent

		<ul style="list-style-type: none"> • Hopping • Skipping • Climbing 		<p>them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>
2. Learn new vocabulary.	2. Build constructive and respectful relationships.	2. Progress towards a more fluent style of moving with developing control and grace.	2. Name and describe people who are familiar to them e.g. hairdressers, delivery and shop staff, nurses etc.	2. Listen attentively, move to and talk about music, expressing their feelings and responses.
3. Use new vocabulary through the day	3. Express their feelings and consider the feelings of others.	3. Develop the overall body strength, coordination, balancer and agility needed to engage successfully with future PE sessions and other physical disciplines incl. dance, gymnastics, sport and swimming.	3. Comment on images of familiar situations in the past.	3. Watch and talk about dance and performance art, expressing their feelings and responses.
4. Ask questions to find out more and to check they understand what has been said to them.	4. Show resilience and perseverance in the face of challenge.	4. Develop their small motor skills so they can use a range of tools competently, safely and confidently. Suggested tools – pencils,	4. Compare and contrast characters from stories, including figures from the past.	4. Sing in a group or on their own, increasingly matching the pitch and following the melody.

		paintbrushes, scissors, knives, forks and spoons.		
5. Articulate their thoughts in well- formed sentences.	5. Identify and moderate their own feelings socially and emotionally.	5. Use their core muscle strength to improve their posture when sitting at a table or on the floor.	5. Draw information from a simple map.	5. Develop story lines on their pretend play.
6. Connect one idea or action to another using a range of connectives.	6. Think about the perspectives of others.	6. Combine different movements with ease and fluency.	6. Understand that some places are special to members of their community.	6. Explore and engage in music making and dance, performing solo or in groups.
7. Describe events in some detail.	7. Manage their own needs (personal hygiene).	7. Confidently and safely use a range of large and small apparatus, indoors and outside, alone and in a group. Develop overall body strength, balance, coordination and agility.	7. Recognise that people have different beliefs and celebrate special times in different ways.	
8. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.	8. Know and talk about the different factors that support their overall health and wellbeing. <ul style="list-style-type: none"> Regular physical activity Healthy eating 	8. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing and aiming. Develop confidence, competence, precision and	8. Recognise some similarities and differences between life in this country and other countries.	

	<ul style="list-style-type: none"> • Tooth brushing • Sensible amounts of screen time • Having a good sleep routine • Being a safe pedestrian (e.g. when on a scooter). 	accuracy when engaging in activities that involve a ball.		
9. Develop social phrases.		9. Develop the foundations of a handwriting style, which is fast accurate and efficient.	9. Explore the natural world around them.	
10. Engage in story times.		10. Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> • Lining up and queuing • Meal times 	10. Describe what they see, hear and feel whilst outside.	
11. Listen to and talk about stories to build familiarity and understanding.			11. Recognise some environments that are different from the one in which they live.	
12. Retell the story once they have developed a			12. Understand the effect of changing seasons	



deep familiarity with the text, some as exact repetition and some in their own words.			on the natural world around them.	
13. Use new vocabulary in different contexts.				
14. Listen carefully to rhymes and songs, paying attention to how they sound.				
15. Learn rhymes, poems and songs.				
16. Engage in non fiction books.				
17. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.				