

## Early Reading

Organisation of knowledge	Learning to read	Reading to learn	Reading for enjoyment
<b>Relevant ELC</b>	<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Anticipate- where appropriate – key events in stories</li> </ul> <p><b>ELG: Word reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and know at least 10 digraphs</li> <li>- Read words consistent with their phonic knowledge by sound blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>	<p><b>ELG: Language and communication</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</li> </ul> <p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul> <p><b>ELG: Past and present</b></p> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives with peers and their teachers</li> </ul>
<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• RWI programme followed, including reading books aligned to their phonic knowledge.</li> <li>• Soundswell Listening and Attention groups.</li> <li>• Welcomm programme</li> <li>• Daily story time, voted for by pupils</li> <li>• Established role play areas within the unit (inside and out).</li> <li>• Individual reading with EYFS staff</li> <li>• L2O reading program</li> <li>• Sequencing stories.</li> </ul>	<ul style="list-style-type: none"> <li>• High quality topic related texts (eg. The Gingerbread Man, We're Going on a Bear Hunt, Handa's Surprise)</li> <li>• Use of oracy and talk tactics in discussion (Voice 21 school)</li> <li>• Established role play areas within the unit (inside and out).</li> <li>• Reading nook/ treehouse.</li> <li>• Opportunities within continuous provision reflecting stories in topic</li> </ul>	<ul style="list-style-type: none"> <li>• High quality topic related texts (eg. The Gingerbread Man, We're Going on a Bear Hunt, Handa's Surprise)</li> <li>• Established role play areas within the unit (inside and out).</li> <li>• Reading nook/ treehouse.</li> <li>• Opportunities within continuous provision reflecting stories in topic</li> <li>• Compare and contrast characters in stories.</li> <li>• Provide a wide range of props for role play which encourage imagination – eg. market role play</li> <li>• Take part in whole school poetry competition</li> </ul>
<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• Developing phonemic knowledge through Read Write Inc and other phonic opportunities.</li> <li>• Developing a knowledge of stories including rhyme and identify the rhyming words within them.</li> <li>• Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing their skills and abilities in retelling familiar stories.</li> <li>• Recognising that books have information that helps them to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Routinely accessing picture books and stories</li> <li>• Listening to others expressively tell stories.</li> <li>• Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</li> </ul>

Organisation of knowledge	Learning to write	Writing to learn	Writing for enjoyment
<b>Relevant ELC</b>	<p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>		<p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>- Write simple phrases and sentences that can be read by others</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul> <p><b>ELG: Past and present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives with peers and their teachers</li> </ul>
<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• RWI program</li> <li>• Regular letter formation opportunities within early bird time</li> <li>• Weekly, adult-led writing focus groups.</li> <li>• Regular fine motor development opportunities throughout the day (e.g. in continuous provision, Squiggle while You Wiggle, Dough Disco)</li> <li>• Established role play areas within the unit (inside and out) including opportunities to write, for example labels.</li> <li>• Reading nook/ treehouse.</li> <li>• Opportunities within continuous provision reflecting stories in topic, including opportunities to write, for example shopping lists</li> <li>• Opportunities to write during topic sessions (eg. The Colour Monster)</li> <li>• Use of oracy and talk tactics in discussion (Voice 21 school)</li> </ul>		<ul style="list-style-type: none"> <li>• Opportunities to write within the continuous provision, including in role play areas. Opportunities to write are purposeful, fun and engaging.</li> <li>• Use of oracy and talk tactics in discussion (Voice 21 school)</li> <li>• Learning about people in our community “Community Heroes”</li> </ul>
<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.</li> <li>• To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Write independently to communicate their thoughts and ideas about their lived experiences.</li> <li>• Write words and sentences to help them to remember what they have done.</li> </ul>	<ul style="list-style-type: none"> <li>• Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</li> </ul>

## Maths

Organisation of knowledge	Number	Measurement	Geometry
<b>Relevant ELC</b>	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number</li> <li>- Subitise (recognise quantities without counting) up to 5</li> <li>- Automatically recall (without reference to rhymes, counting and other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>ELG: Number patterns</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	-	-
<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• Use the Mastering Number programme to deliver high quality maths teaching and learning.</li> <li>• Provide opportunities within the environment and continuous provision to always explore and embed learning further.</li> <li>• Incidental maths learning, for example self-registration.</li> </ul> <p>-Routines, songs, rhymes, counting            -Noticing same &amp; different – early number            -have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting            -see that all numbers can be made of 1s            -use the language of comparison, including ‘more than’ and ‘fewer than’            -explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand            -begin to recognise numerals, relating these to quantities they can subitise and count.            -explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot            -compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching            -Position &amp; time            -continue to develop object counting skills, using a range of strategies to develop accuracy            -order numbers, linking cardinal and ordinal representations of number.            -begin to see that numbers within 10 can be composed of ‘5 and a bit’.            -explore ways of making unequal sets equal.            -explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’.            -continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.            -explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers            -begin to explore the composition of numbers within 10.            -subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10            -continue to develop verbal counting to 20 and beyond, including counting from different starting numbers            -continue to develop confidence and accuracy in both verbal and object counting.            -explore the composition of 10.            -Number bonds            -Doubling/halving explore odd/even            -Shape, pattern &amp; position            -Measure, time, money (pennies)</p>		
<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• To count confidently</li> <li>• To show a deep understanding of numbers up to 10</li> <li>• To match numerals with a group of objects to show how many there are (up to 10)</li> <li>• To be able to identify relationships and patterns between numbers up to 10</li> <li>• To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways</li> <li>• To add and subtract one in practical activities</li> </ul>	<ul style="list-style-type: none"> <li>• To measure themselves and everyday objects using a mixture of non-standard and standard measurements</li> <li>• To develop spatial reasoning using measures</li> <li>• To begin to order and sequence events using everyday language related to time</li> <li>• To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars</li> <li>• To explore the use of different measuring tools in everyday experiences and play</li> </ul>	<ul style="list-style-type: none"> <li>• To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them</li> <li>• To use spatial language, including following and giving directions, using relative terms</li> <li>• To develop spatial reasoning with shape and space</li> <li>• To compose and decompose shapes, and understanding which shapes can combine together to make another shape</li> </ul>

## Science

Organisation of Knowledge	Working scientifically	Plants	Animals including humans	Everyday materials	Seasonal change
<b>Relevant ELC</b>	<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> </ul>	<p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of plants and animals.</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>		<p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>- Understand some important processes and changes in the natural world, including the seasons and changing states of matter.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	
<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• Forest School -Understand the effect of changing seasons on the natural world around them.</li> <li>• PD curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Me and my Family inc. pets</li> <li>• Exploring materials using my senses.</li> <li>• Bears around the world</li> <li>• Plants/ Animals Life-cycles</li> <li>• Animals around the world</li> <li>• Minibeasts</li> <li>• Journeys/ Transport/ Different Areas</li> <li>• Forest School -Understand the effect of changing seasons on the natural world around them.</li> </ul>		<ul style="list-style-type: none"> <li>• Exploring materials using my senses.</li> <li>• Forest School -Understand the effect of changing seasons on the natural world around them.</li> <li>• Designing homes for animals</li> <li>• Provide a range of materials for children to construct with (eg. boats for the gingerbread man)</li> </ul>	
<b>KS1 readiness objectives</b>	<p>To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them</p> <p>To compare objects in their environment and talk about similarities and differences</p> <p>To ask questions about the world around them, and seek to find their own answers</p>	<p>To know what a plant is</p> <p>To know what a flower is</p> <p>To know where you see plants</p> <p>To describe different plants and flowers</p>	<p>To know what an animal is</p> <p>To recognise and name a variety of different animals</p> <p>To know the names of different body parts of humans and animals they have experience of</p>	<p>To recognise that different everyday objects are made from different materials</p> <p>To describe how different objects look and feel</p>	<p>To know about different types of weather</p> <p>To observe changes in trees and plants as the seasons progress</p>

## EYFS to KS1 progression map

### Computing

Organisation of knowledge	Safe, effective and competent use of technology Personal use, devices, safety	Computer science and coding Algorithms, programming	Using information effectively Personal information, software/application knowledge
Relevant ELG			
At Colmers:	<ul style="list-style-type: none"> <li>Children use the interactive whiteboards and iPads to express their creativity as part of continuous provision.</li> </ul>	<ul style="list-style-type: none"> <li>Children use the interactive whiteboards and iPads to express their creativity as part of continuous provision.</li> <li>Children access Bee Bots to learn about early programming.</li> </ul>	<ul style="list-style-type: none"> <li>Children use the interactive whiteboards and iPads to express their creativity as part of continuous provision.</li> </ul>
KS1 readiness objectives	<ul style="list-style-type: none"> <li>Awareness of different technologies in and out of school</li> <li>Awareness of the cause and effect of technology</li> <li>Awareness of digital storage of information- photography, digital writing and research information</li> <li>Awareness of input and outputs of devices</li> <li>Can use technology to express creatively and constructively</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of the cause and effect of technology</li> <li>Awareness of digital storage of information- photography, digital writing and research information</li> <li>Awareness of input and outputs of devices</li> <li>Can use technology to express creatively and constructively</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of different technologies in and out of school</li> <li>Awareness of the cause and effect of technology</li> <li>Awareness of digital storage of information- photography, digital writing and research information</li> <li>Awareness of input and outputs of devices</li> <li>Can use technology to express creatively and constructively</li> </ul>

## EYFS to KS1 progression map Design Technology

Organisation of knowledge	Design	Make	Evaluate	Structures	Food
<b>Relevant ELG</b>	<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>	<p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p><b>ELG: Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> </ul>	<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used.</li> </ul>		<p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul> <p><b>ELG: Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul>
	<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• Access to specialist teacher, Mrs Oliver</li> <li>• Self-portraits, junk modelling, mask making</li> <li>• build models using construction equipment</li> <li>• Provide opportunities to work together to develop and realise creative ideas.</li> <li>• Work collaboratively making structures</li> <li>• Chinese lanterns, cards, dragon puppets.</li> <li>• Explore ways to protect growing plants by designing scarecrows</li> <li>• Designing homes for animals</li> <li>• Symmetrical butterflies</li> <li>• Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.</li> <li>• Teach different techniques of joining materials, such as show how to use adhesive tape and different sorts of glue.</li> <li>• Junk modelling transport, bridges, boats etc.</li> <li>• Provide a range of materials for children to construct with.</li> <li>• Make different textures: make patterns using different colours e.g. fruit printing, patterns from African materials</li> </ul>			
<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• To describe something they want to make / build / construct</li> <li>• To say who they are making / building / constructing for</li> <li>• To talk about what materials they are going to use when making / building / constructing</li> </ul>	<ul style="list-style-type: none"> <li>• To make / build / construct objects using a variety of materials</li> <li>• To join materials together when making / building / constructing</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about their constructions / products, and what they are pleased with</li> <li>• To talk about their constructions and say how it could be even better</li> <li>• To talk about everyday objects that they like and say why they are good</li> </ul>	<ul style="list-style-type: none"> <li>• To build / construct structures from a range of materials to a design brief that they have created or been given.</li> <li>• To build / construct structures that are tall or strong.</li> <li>• To know that tape and glue can join materials together and can make structures stronger.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise different foods as either healthy or unhealthy</li> <li>• To know how to use basic cutlery and utensils to make and eat food</li> <li>• To follow simple instructions to make different foods</li> <li>• To know when we make food for other people that it needs to be appealing.</li> </ul>



Organisation of Knowledge	Using materials	Drawing, painting and sculpture	Exploring techniques	Comparing and evaluating work
Relevant ELG	<b>ELG: Fine motor skills</b> - Use a range of small tools, including scissors, paint brushes and cutlery			<b>ELG: Creating with materials</b> - Share their creations, explaining the process they have used
	<b>ELG: Fine motor skills</b> - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	<b>ELG: Creating with materials</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function  <b>ELG: Self-regulation</b> - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  <b>ELG: Managing self</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge		
		<b>ELG: Fine motor skills</b> - Begin to show accuracy and care when drawing		
At Colmers:	<ul style="list-style-type: none"> <li>• Access to specialist teacher, Mrs Oliver</li> <li>• Children take part in Big Arts Week and display their work in the whole school art exhibition.</li> <li>• Colour mixing</li> <li>• Provide opportunities to work together to develop and realise creative ideas.</li> <li>• Christmas cards and calendars using a variety of artistic effects</li> <li>• hold a paintbrush using a tripod grip</li> <li>• draw bodies of appropriate size for what they are drawing.</li> <li>• make something that they give meaning to: Mothers' Day cards, Easter cards, Valentines cards, Fathers' Day cards</li> <li>• Collage chicks</li> <li>• Pastel drawings, painting, printing patterns on easter eggs/ flowers – sunflowers</li> <li>• Animal prints</li> </ul>			
KS1 readiness objectives	<ul style="list-style-type: none"> <li>• Hold tools like pencils, paint brushes, scissors with increasing precision</li> <li>• Experiment with using different everyday and art materials to explore colour, texture and form</li> </ul>	<ul style="list-style-type: none"> <li>• To explore their ideas and imagination by creating drawings, paintings and sculptures.</li> <li>• To explore creating designs and art work on a range of scales.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore a range techniques to draw, paint, print and sculpt to help them create art work.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and exploring the colour, patterns and shapes in other artist's work.</li> <li>• Expressing opinions and feelings in response to their own art work and other artist's work.</li> <li>• Sharing their work with other people, talking about what they have created it.</li> </ul>

### Music

Organisation of knowledge	Vocalising and singing	Hearing and listening	Moving and dancing	Exploring and playing
<b>Relevant ELC</b>	<p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music</li> </ul>	<p><b>ELG: Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>	<p><b>ELG: Gross motor skills</b></p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with the music</li> </ul>	<p><b>ELG: Building relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul> <p><b>ELG: Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul>
<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• Explore rhyme in stories and songs.</li> <li>• Listen carefully and attentively; Invent body percussion sounds: Compare and evaluate sounds in the environment</li> <li>• Explore rhythm, using instruments to create sounds and moving to music including identifying and naming instruments</li> <li>• Perform the school's Nativity – singing and performing</li> <li>• Listening carefully to lyrics; recognising and responding appropriately to different instrumental sounds, through coordinated physical movements.</li> <li>• Independently explore and engage in music making and dance, performing solo or in groups – outside area stage for performance</li> <li>• Encourage children to create their own music, feel and move in rhythm, listening and responding, rhyme and rhythm – musical instruments are available in the continuous provision</li> <li>• Call and response; Rhythm and pulse; Active listening, independently explore and engage in music making and dance, performing solo or in groups</li> </ul>			
<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• To join in with singing familiar songs and rhymes.</li> <li>• To make up songs and rhymes of their own.</li> <li>• To match the pitch of their voice to the pitch of the song they are singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to live and recorded music, hearing lyrics, rhymes and instruments.</li> <li>• To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.</li> <li>• To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to music, including individual instruments with movement and dance</li> <li>• To match movements to the rhythm and pulse of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the range of sounds made by different instruments.</li> <li>• To use a range of percussive instruments to enhance songs and rhymes.</li> <li>• To know the names of instruments that they have explored and used.</li> </ul>



Organisation of knowledge	Locational knowledge	Knowledge of places	Human and Physical geographical knowledge	Using maps
Relevant ELC	<b>ELG: The natural world</b> - Explore the natural world around them, making observations and drawing pictures of animals		<b>ELG: People, culture and communities</b> - Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps	
			<b>ELG: The natural world</b> - Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.	
At Colmers:	<ul style="list-style-type: none"> <li>• Marvellous Me topic explores the local environment and provides opportunities for children to talk about where they live.</li> <li>• Visits to Forest School provide observational opportunities.</li> <li>• Wide range of fiction and non-fiction books reflecting the natural world.</li> <li>• Bears topic explores weather around the world and contrasts environments</li> <li>• Continuous provision provides opportunities, for example use of globes and maps to encourage children to explore the world.</li> <li>• Ticket to Ride topic explores how we get to school and different modes of transport</li> <li>• Making an exploring simple maps based on our experience to the farm and our journeys to school.</li> </ul>			
KS1 readiness objectives	<ul style="list-style-type: none"> <li>• Know where they live</li> <li>• Know how they travel to school</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some of the differences they notice when they are in different places</li> <li>• Talk about places when looking at books and watching tv/videos</li> <li>• Talking about places they have been to</li> <li>• Talk about places in stories</li> <li>• Using language that relates to place</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise elements of their environment that are manmade and natural</li> </ul>	<ul style="list-style-type: none"> <li>• Make maps from stories</li> <li>• Follow simple maps in play</li> </ul>

## History

Organisation of knowledge	Using language associated with the past	Remembering and discussing their own lives	Talking about things they have done with people that are special to them	Recognising chronology within stories
<b>Relevant ELC</b>	<b>ELG: Past and present</b> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>	<b>ELG: People, culture and communities</b> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</li> </ul> <b>ELG: Being imaginative and expressive</b> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher</li> </ul> <b>ELG: Past and present</b> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>	<b>ELG: Listening</b> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> </ul> <b>ELG: Speaking</b> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.</li> </ul> <b>ELG: Past and present</b> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>	<b>ELG: Past and present</b> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• Marvellous Me topic provides opportunities for children to think about families and about how their experiences may have been different, for example toys and clothes</li> <li>• Use of oracy and talk tactics (Voice 21) to discuss opinions and experiences using full sentences which use accurate tenses.</li> <li>• Wide range of fiction and non-fiction books reflecting the past.</li> </ul>			
<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• Use words associated with the past including yesterday, last week, last year</li> <li>• Use past tense when speaking about things that happened in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Share their memories of significant events in their own lives.</li> <li>• Talk about things that have changed.</li> <li>• Begin to put these events in order</li> </ul>	<ul style="list-style-type: none"> <li>• Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.</li> <li>• Begin to put events in order.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the order of events in a range of familiar stories.</li> <li>• Recognise language in stories that shows the story happened in the past.</li> </ul>

Organisation of knowledge	Believing	Living	Expressing
<b>Relevant ELC</b>	<p><b>ELG: listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> </ul> <p><b>ELG: self-regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> </ul> <p><b>ELG: people, culture and communities</b></p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>		
<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• We recognise and celebrate a variety of religious festivals and celebrations from a range of cultures and religions around the world, throughout the year.</li> <li>• Our topic of Let's Celebrate provides children opportunities to learn about festivals from multiple religions such as Diwali and the Christmas Story which they perform as the school's nativity. This allows children to compare and contrast religious celebrations.</li> </ul>		
<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• To know that different people have different faiths</li> <li>• To know that some stories come from different holy books, and to express ideas in response to those stories</li> </ul>	<ul style="list-style-type: none"> <li>• To know that different people have different times of celebration</li> <li>• To understand that different people have different ways of celebrating major events</li> <li>• To know that people of all faiths can and do live well alongside each other</li> <li>• To enjoy joining in with family customs and routines</li> <li>• To be able to express some of their own families' customs and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• To know that different people have a range of different ways of showing their beliefs, including prayers and worship</li> <li>• To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>

Organisation of knowledge	Relationships	Health & Wellbeing	Living in the wider world
<b>Relevant ELG</b>	<p><b>ELG: Building relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> <li>- Form positive attachments to adults and friendships with peers</li> <li>- Show sensitivity to their own and to others' needs</li> </ul>	<p><b>ELG: Self-regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>- be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>- explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>- manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><b>ELG: People, culture and communities</b></p> <ul style="list-style-type: none"> <li>- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul>
	<p><b>ELG: Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>- make comments about what they have heard and ask questions to clarify their understanding</li> <li>- hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		
<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• Children understand the school rules of ready, respectful and safe and this language is used when discussing behaviour and expectations. Children create class rules and routines. All adults model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> <li>• Excellent oracy practice (Voice 21 school)</li> <li>• No Outsiders scheme and theme of diversity and equality runs through all we do.</li> <li>• Our Thrive approach allows children to see themselves as a valuable individual, sharing information about ourselves and our families and sharing our interests with others – weekly circle time.</li> <li>• Continuous provision and use of all staff in this learning time supports children to build relationships, identify and moderate feelings and consider the feelings of others</li> <li>• Weekly circle time includes the theme of getting on and falling out including asking children to explain to others how they thought about a problem or an emotion and how they dealt with it. What makes a good friend?</li> <li>• The classroom is a safe space where children feel confident asking for help and emotional resilience is built</li> <li>• Share resources, ideas and take turns – reinforced across all curriculum areas</li> <li>• Marvellous Me topic: I know the people in my family are special / I can tell you who loves me (extended to lots of different adults that love and care for us) Changing me Look how far I've come!</li> <li>• Show resilience and perseverance in the face of a challenge provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work, highlighting mistakes are an important part of learning and going back is trial an error not failure</li> <li>• Talk through why we take turns, wait politely, tidy up after ourselves and so on.</li> <li>• Taking part in sports day – Winning and losing: Show resilience and perseverance in the face of a challenge.</li> <li>• Weekly celebration assemblies – celebrating each other's achievements.</li> </ul>		
<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• Knows right from wrong and can explain why it is important to have boundaries and routines</li> <li>• Working and play co-operatively and taking turns with others</li> <li>• Recognise and show sensitivity to their own and others needs</li> <li>• Recognise similarities and differences between themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• Managing their own personal hygiene and basic needs</li> <li>• Shows an understanding of their own feelings; and those of others</li> <li>• Being to regulate their behaviour</li> <li>• Shows an understanding of how to stay safe in a range of common situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows care and concern for living things.</li> <li>• Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</li> </ul>

Organisation of knowledge	Fundamentals	Ball skills	Games	Gymnastics	Dance
<b>Relevant ELC</b>	<p><b>ELG: Gross motor skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing</li> </ul> <p><b>ELG: Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery</li> </ul> <p><b>ELG: Self-regulation</b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p><b>ELG: Building relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul>			<p><b>ELG: Gross motor skills</b></p> <ul style="list-style-type: none"> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p><b>ELG: Self-regulation</b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <p><b>ELG: Building relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul>	
<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• Balanceability</li> <li>• Extensive opportunities of physical development (fine and gross motor) in the continuous provision – especially outside.</li> <li>• Dough Disco</li> <li>• Squiggle Whilst You Wiggle</li> <li>• Weekly art specialist</li> <li>• Sports day</li> </ul> <p><b>FORMAL PE LESSONS:</b></p> <ul style="list-style-type: none"> <li>• Get Set 4 P.E. – Introduction to P.E: Unit 1</li> </ul> <p>Refine fundamental movements: moving safely, running, jumping, throwing, catching, rolling</p> <ul style="list-style-type: none"> <li>• Get Set 4 PE – Introduction to P.E: Unit 2</li> </ul> <p>Refine fundamental movements: moving safely, running, jumping, throwing, catching, rolling.</p> <ul style="list-style-type: none"> <li>• Get Set 4 PE – Fundamentals: Unit 2</li> </ul> <p>Refine fundamental movements: hopping, galloping, skipping, sliding, changing direction, balancing and running</p> <ul style="list-style-type: none"> <li>• Get Set 4 P.E. – Dance: Unit 2</li> </ul> <p>Develop body strength, co-ordination, balance and agility. Progress towards a more fluent style of moving, with developing control and grace</p> <ul style="list-style-type: none"> <li>• Get Set 4 P.E. – Gymnastics: Unit 2</li> </ul> <p>Develop body strength, co-ordination, balance and agility. Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency</p> <ul style="list-style-type: none"> <li>• Get Set 4 P.E. – Ball Skills: Unit 2</li> </ul> <p>Develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball</p> <ul style="list-style-type: none"> <li>• Get Set 4 P.E. – Games: Unit 2</li> </ul> <p>After consolidating ball skills, introduce children to ball games with teams, rules and targets including; running, changing direction and striking a ball</p>				
<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</li> <li>• To use their core muscle strength to achieve a good posture.</li> <li>• To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>	<ul style="list-style-type: none"> <li>• To combine different movements with ease and fluency.</li> <li>• To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• To negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>	<ul style="list-style-type: none"> <li>• To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>• To combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a more fluent style of moving, developing control and grace.</li> <li>• To combine different movements with ease and fluency.</li> </ul>

Organisation of knowledge	Recognising cognates	Speaking and listening	Celebrating languages & culture
<b>Relevant ELG</b>	<p><b>ELG: Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> </ul>	<p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>	<p><b>ELG: People, culture and community</b></p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps</li> </ul>
<b>At Colmers:</b>	<ul style="list-style-type: none"> <li>• We follow the No Outsiders scheme of work which promotes the celebration of equality and diversity</li> <li>• We celebrate each others cultural background, including language.</li> </ul>		
<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• To know that there are words that sound familiar in English and other languages.</li> <li>• To have the opportunity to explore language and use known cognates in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use words and phrases relevant to classroom experiences from a range of languages.</li> </ul>	<ul style="list-style-type: none"> <li>• To celebrate the range of languages spoken by other pupils.</li> <li>• To have the opportunity to listen to the spoken languages of multilingual pupils in class.</li> <li>• To have the opportunity to learn words and phrases from other pupils who are multilingual.</li> </ul>

With thanks to

