





‘Gordon’s Great Expectations’
Child First – Aspire – Challenge – Achieve
Year R 2021-2022



Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cornerstones Topic	Do you want to be friends?	Why do squirrels hide their nuts?	Will you read me a story?	Why do ladybirds have spots?	Are we there yet?	What can you see in the summer?
Thinking Artistically  EAD Creating with Materials; Being Imaginative and Expressive	Begins to build a collection of songs and dances. Creates representations of both imaginary and real-life ideas, events, people and objects	Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to	Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking	Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.</i> Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
Thinking Academically  Literacy Comprehension Word Reading Writing	Begins to develop phonological and phonemic awareness. Re-enacts and reinvents stories they have heard in their play. Enjoys an increasing range of print and digital books, both fiction and non-fiction. Knows that information can be retrieved from books, computers and mobile digital devices.	Starts to link sounds to letters, naming and sounding the letters of the alphabet. Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. Is able to recall and discuss stories or information that has been read to them, or they have read. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Hears and says the initial sound in words.	Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. Continues a rhyming string and identifies alliteration. Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example. Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.	Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Describes main story settings, events and principal characters in increasing detail.	Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i> .	Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.
Mathematics Number Numerical Patterns	Engages in subitising numbers to four and maybe five. Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0.	Uses number names and symbols when comparing numbers, showing interest in large numbers. Increasingly confident at putting numerals in order 0 to 10 (ordinality). Estimates objects of numbers of things, showing understanding of relative size. Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10).	Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. In practical activities, adds one and subtracts one with numbers to 10.	Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). May enjoy making simple maps of familiar and imaginative environments, with landmarks.	Uses informal language and analogies, (e.g. <i>heart-shaped and hand-shaped leaves</i>), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Spots patterns in the environment, beginning to identify the pattern “rule”. Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.	Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time. Beginning to experience measuring time with timers and calendars.

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<p style="text-align: center;">Thinking Globally</p> 	<p style="text-align: center;">UTW Past and Present, The Natural World People, Cultures & Communities</p>	<p>Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change in nature</p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things. Talks about past and present events in their own life and in the lives of family members.</p>	<p>Knows that other children do not always enjoy the same things, and is sensitive to this</p>	<p>Talks about the features of their own immediate environment and how environments might vary from one another</p>	<p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>
<p style="text-align: center;">Thinking Healthily</p> 	<p style="text-align: center;">PD Gross Motor Skills Fine Motor Skills</p>	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Uses simple tools to effect changes to materials.</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p>	<p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Shows a preference for a dominant hand</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Begins to use anticlockwise movement and retrace vertical lines</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. Begins to form recognisable letters independently</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>
	<p style="text-align: center;">PSED Building Relationships Managing Self Self Regulation</p>	<p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. Recognises that they belong to different communities and social groups and communicates freely about own home and community. Understands their own and other people’s feelings, offering empathy and comfort</p>	<p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Talks about their own and others’ feelings and behaviour and its consequences</p>	<p>Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p>	<p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p>	<p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Has a clear idea about what they want to do in their play and how they want to go about it. Seeks support, “emotional refuelling” and practical help in new or challenging situations.</p>	<p>Is proactive in seeking adult support and able to articulate their wants and needs. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p>
<p style="text-align: center;">Thinking Inclusively</p> 	<p style="text-align: center;">C&L Listening, Attention & Understanding Speaking</p>	<p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.</p>	<p>Links statements and sticks to a main theme or intention. May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</p>	<p>Beginning to understand humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new Words. Introduces a storyline or narrative into their play.</p>	<p>Uses language to imagine and recreate roles and experiences in play situations. Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>Understands questions such as <i>who; why; when; where</i> and <i>how</i>. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Understands a range of complex sentence structures including negatives, plurals and tense markers</p>