Endeavour Vision: Together, we give children the skills, knowledge and self-belief to change their world

At Endeavour we have the following aspirations for our children:

Children will be able to self-regulate whilst feeling safe and build positive relationships with others **1**	Children are ready to learn. Children will be able to express themselves whilst holding meaningful conversations **2**
Children will be talented tool holders. They will develop strength so that they can safely manoeuvre with control so that they can lead happy, healthy lives **3**	Children will share a range of increasingly challenging books with others and read decodable texts using phonic knowledge. They will develop a love of reading and learn to read books to gain knowledge. **4**
will be confident writers using recognisable words and use phonic knowledge for spelling so that they can express themselves using rich vocabulary and language. **5**	Children will have a secure numerical understanding of numbers to 10. They will develop confidence in problem solving and spatial reasoning to become future mathematicians. **6**
Children will be curious explores who appreciate and explore the world around them. They will celebrate and embrace all communities in order to become respectful, future citizens. **7**	Children will develop character and imagination to express themselves creatively and purposefully **8**

Aspiration: Children will be able to self-regulate whilst feeling safe and build positive relationships with others

Notices other children and joins them to play

Suggests ways to solve conflict.

Seeks support from a friend or adult to solve a problem.

Talks to the person- says name, says what they want.

Accepts that they may have to wait for a turn.

Is able to use a strategy such as a timer to take turns

To be able to name the emotion that they are feeling

To begin to recognise the emotions in others

To understand that their actions can affect the emotions in others

Solves conflict independently in a peaceful way.

Follows rules or takes turns when playing games with other children

Controls their emotions using taught strategies e.g. deep breathing, doing Turtle, counting to 10.

Uses words to say the problem to the peer and suggest a way to resolve the problem.

Aspiration: Children will develop character and imagination to express themselves creatively and purposefully

Take part in simple pretend play, using an object to represent something else

Begin to develop complex stories using small world equipment

Listen with increased attention to sounds

Remember and sing entire simple songs

Explore different materials freely

Begin to mix colours

Decide on which materials to use when creating artworks

Create closed shapes with continuous lines and use these to represent objects

Respond to what they have heard, expressing thoughts and feelings

Watch and talk about dance and performance art, expressing their feelings and responses

Explore and engage in music making and dance, performing solo or in groups

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Aspiration: Children will be talented tool holders. They will develop strength so that they can safely manoeuvre with control so that they can lead happy, healthy lives

Children can rotate their lower arms and wrists independently

To use paint/chalk/water marks on large vertical surfaces

Use large muscle movements to wave flags and streamers, paint and make marks

To show a preference of a dominant hand

Be increasingly independent as they get dressed and undressed by doing up zips/buttons etc.

Children will develop movement/ balancing/riding and ball skills

To begin to use one handed tools and equipment

Use a comfortable grip with good control when holding pens and pencils

Children will engage in activities that will get them out of breath several times a day

Use core muscle strength to achieve good posture when sitting at a table or on the floor

Children will move with a more fluent style with developing style and grace

Aspiration: Children will share a range of increasingly challenging books with others and read decodable texts using phonic knowledge. They will develop a love of reading and learn to read books to gain knowledge.

Children enjoy sharing books with adults

Repeat words and phrases from familiar stories

Children will understand that print has meaning and has different purposes

Develop phonological awareness so that they can:

- Spot and suggest rhymes
- Clap syllables in words
- Recognise words with same initial sounds

Engage in extended conversations about stories, learning new vocabulary

Read individual letters by saying the sounds for them

Blend phonemes into words, so that they can read short words of known GPCs

Read simple phrases and sentences with known GPC taught common exception words

Aspiration: Children are ready to learn. Children will be able to express themselves whilst holding meaningful conversations

Talks with you in conversation using at least two back-and-forth exchanges

Understands "who," "what," "where," or "why" questions, like "Where is mummy/daddy?"

Says what action is happening in a picture or book when asked, like "running," "eating," or "playing"

Says first name, when asked

Talks well enough for others to understand, most of the time

Says sentences with four or more words

Says some words from a song, story, or nursery rhyme

Asks simple questions using "who," "what," "where," or "why"

Connect one idea or action to another using a range of conjunctions

Tells a story she heard or made up with at least two events. For example, a cat was stuck in a tree and a firefighter saved it

Answers simple questions about a book or story after you read or tell it to him

Keeps a conversation going with more than three back-and-forth exchanges

Uses or recognizes simple rhymes (bat-cat, ball-tall)

Aspiration: Children will be curious explorers who appreciate and explore the world around them. They will celebrate and embrace all communities in order to become respectful, future citizens

Children will use all their senses in hands on exploration of natural materials

Children will begin make sense of own life story and family history

Explore and talk about different forces they feel

Talk about the differences between materials and changes they notice

Develop positive attitudes about the differences between people

To know that there are different countries and explore the differences they have observed

Children will describe what they see, feel and hear whilst outside whilst exploring the world around them

Recognise that people have different beliefs and celebrate special times in different ways

Recognise some similarities and differences between life in this country and life in other countries

Aspiration: Children will have a secure numerical understanding of numbers to 10. They will develop confidence in problem solving and spatial reasoning to become future mathematicians.

Children will develop fast recognition of up to 3 objects and subsitise effectively

Children will recite numbers past 5

Show fingers to 5

Talk about and identify patterns around them

Talk about and explore 2d and 3d shapes using informal mathematical language

Children will develop fast recognition of up to 5 objects and subsitise effectively

To know the cardinal principle when counting a small set of objects

Solve real world mathematical problems with numbers to 5

Make comparisons between objects relating to size, length, weight and capacity

Count beyond 10

Explore the composition of numbers to 10

To subsitise numbers to 10 in every day contexts (e.g. using dice)

Understand the one more/less relationship between consecutive numbers

Recall number bonds for numbers 0-5 and some to 10

Select, rotate and manipulate shapes to develop spatial reasoning skills

Aspiration: Children will be confident writers using recognisable words and use phonic knowledge for spelling so that they can express themselves using rich vocabulary and language.

Enjoy drawing freely and painting on large surfaces

To use early mark making and print making in play scenarios (shopping lists, café ordering etc.)

Make marks on pictures to represent their name

Write some or all of their name

Write some letters accurately

To begin to label a simple picture/ diagram using taught GPCs (dog, leg) and develop these into phrases

Form lower-case and capital letters correctly

Spell word by identifying sounds and then write them using correct GPC

Write short sentences whilst beginning to use capital letters and full stops

To attempt to use specific taught vocabulary

To begin to self edit and check their own writing

Learning Journey

Children will be able to self-regulate whilst feeling safe and build positive relationships with others

Autumn 1	Check point	Autumn 2	Check point	Spring 1	Check point	Spring 2	Check point	Summer 1	Check point	Summer 2
End point Notices other children and joins them to play Suggests ways to solve conflict. Seeks support from a friend or adult to solve a problem. Talks to the person- says name, says what they want. Accepts that they may have to wait for a turn. Is able to use a strategy such as a timer to take turns		End point Joins in to play within a group with peers With support, can solve conflict To know whom to seek support from Can articulate their needs and wants Can wait their turn in games		End point To be able to name the emotion that they are feeling To begin to recognise the emotions in others To understand that their actions can affect the emotions in others		End point To understand why they are feeling the emotion that are currently experiencing To begin to empathise and think about the perspective of others To show resilience and perseverance in the face of challenges		End point Solves conflict independently in a peaceful way. Follows rules or takes turns when playing games with other children Controls their emotions using taught strategies e.g. deep breathing, doing Turtle, counting to 10. Uses words to say the problem to the peer and suggest a way to resolve the problem.		Children will be able to self -regulate whilst feeling safe and build positive relationships with others.
Key Vocabulary Safe, ready, respectful, Comment, consequence physical, consistent, safe, ready, respectful, feelings, eventually, example, familiar, safe, ready, respectful, favourite, regulate, goals, recognise, audience, caring, kind, share, taking turns, attitude, instruction, label, attitude, target, achieve, resilience, empathise, goals, popular. Conflict, problem goals. co-operative. consideration		**Key text drivers** The Bear who Stared Colour Monster Owl Babies		**Projects** All about me, Autumn Leaves, Let's celebrate, People who help us, Growing, Story makers, Animal Madness						

Year 1 and 2 checkpoints

Y1 PSHE—Describe different feelings and how they can make our bodies feel, to know some strategies of dealing with 'not so good' feelings, to understand how our actions can hurt the feelings of others, to recognise the special qualities in family and friends, to know which special people keep us safe and how.

Y2 PSHE—Recognise that people have different ways of expressing their feelings. To identify different ways to respond to the feelings of others. To recognise the differences between bullying, unkind behaviour or teasing. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. To recognise a healthy friendship and its qualities.

Deepen and challenge opportunities

Children resolve minor disagreements through listening to each other to come up with a fair solution .

Children can stop and think before acting and they can wait for things they want

Direct teaching

Autumn	Spring	Summer
3Bs—Be safe, be ready, be respectful SCARF Talk about similarities and differences, name special people in their lives, describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.	3Bs—Be safe, be ready, be respectful SCARF Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.	3Bs—Be safe, be ready, be respectful SCARF Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.

Learning Journey

Children are ready to learn. Children will be able to express themselves whilst holding meaningful conversations

Autumn 1	Check point	Autumn 2	Check point	Spring 1	Check point	Spring 2	Check point	Summer 1	Check point	Summer 2	

End point

Talks with you in Conversation using at least two back-and-forth ex-changes

Understands "who," "what," "where," or "why" questions, like "Where is mummy/ daddy?"

Says what action is happen-ing in a picture or book when asked, like "running," "eating," or "playing"

Says first name, when asked

Talks well enough for others to understand, most of the time

End point

Talks in conversation using back and forth exchanges

Answers simple questions like "What is a coat for?" or "What is a crayon for?" using words

To understand new vocabu-lary modelled by adults

Talks about at least one thing that happened during the day, like "I played football."

End point

Says sentences with four or more words

Says some words from a song, story, or nursery rhyme

Asks simple questions using "who," "what," "where," or "why"

Connect one idea or action to another using a range of conjunctions

End point

To use new vocabulary throughout the day be it adult lead of Discovery time

To articulate their ideas and thoughts using well formed sentences

Use talk to help work out problems and organise think-ing and activities, and to explain how things work and why they might happen

End point

Tells a story heard or made up with at least two events. For example, a cat was stuck in a tree and a firefighter saved it

Answers simple questions about a book or story after you read or tell it to him

Keeps a conversation going with more than three back-and-forth exchanges

Uses or recognises simple rhymes (bat-cat, ball-tall)

Children are ready to learn. Children will be able to express themselves whilst holding meaningful conversations.

Key Vocabulary	**Key text drivers**	**Projects**
Comment, audience, exam-ple, instruction, similar, text	Dear Fairy Godmother—conversations	All about me, Autumn Leaves, Let's celebrate, Peo-ple who help us, Growing, Story makers, Animal Mad-ness

Year 1 and 2 checkpoints

Listen and respond appropriately to adults and peers , ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions, give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention and participate actively in collaborative conversations, staying on topic and initiating and re-sponding to comments, use spoken language to develop understanding through speculat-ing, hypothesising, imagining and exploring ideas .

Deepen and challenge opportunities

Children use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events

Direct teaching

Autumn	**Spring**	**Summer**
Teach songs and nursery rhymes How to have a conversation How to answer and ask ques-tions Teaching vocabulary during project and maths	Rhyming pair games Connecting ideas using and but and so. Articulating ideas and thoughts in sentences Use talk to work out prob-lems—I do, we do, you do. Explain how things happen and how they might work.	Simple comprehension questions from taught key texts Telling a made up story using pup-pets based on stories they already know Recognises simple rhymes

Learning Journey

Aspiration: Children will be talented tool holders. They will develop strength so that they can safely manoeuvre with control so that they can lead happy, healthy lives

Autumn 1	Check point	Autumn 2	Check point	Spring 1	Check point	Spring 2	Check point	Summer 1	Check point	Summer 2	

End point Children can rotate their lower arms and wrists independently To use paint/chalk/water marks on large vertical surfaces Use large muscle movements to wave flags and streamers, paint and make marks		End point Use shoulder and wrist pivots effectively to move objects and make marks on different sized surfaces Children to get dressed/ undressed with adult support/modelling To develop core strength when jumping/lifting and climbing		End point To show a preference of a dominant hand Be increasingly independent as they get dressed and undressed by doing up zips/ buttons etc. To begin to use one handed tools and equipment Children will develop movement/balancing/riding and ball skills.		End point To begin to use a comfortable tripod grip when holding pens and pencils Children will engage in exertive, teacher lead, activities Children will plan routes and manoeuvres using a variety of movements		End point Use a comfortable grip with good control when holding pens and pencils Children will engage in activities that will get them out of breath several times a day Use core muscle strength to achieve good posture when sitting at a table or on the floor Children will move with a more fluent style with developing style and grace		Children will be talented tool holders. They will develop strength so that they can safely manoeuvre with control so that they can lead happy, healthy lives	
Key Vocabulary Safe, core, control, space, food, grip, posture, balance, run, jump, stop, direction, travel , senses, sight, hear, touch, feel, smell, grip, sequence, pattern, perform, movement, skill, strength, independent, movement, accurate, challenge, apparatus, consideration, co-ordination, control, grace, bend, land, hop, connect, choices, rules, accuracy, several, throw, catch, target, exertive, hygiene, diet, technique, co-operation, score, tagging, team, breath, fluent , style, opponent, rules, obstacle, strength, strike		**Key text drivers** Elephantantrum—stomping Stomp Dinosaur Stomp—exploring different movements Mula and the Fly Ready Steady Mo!		**Projects** All about me, Autumn Leaves, Let's celebrate, People who help us, Growing, Story makers, Animal Madness							

Year 1 and 2 checkpoints

Y1 Science—Know that to stay healthy you must: eat healthy foods, drink plenty of water, exercise, sleep and keep yourself clean. Know that personal hygiene is how we look after our bodies; brushing teeth, washing hands, showering, clean clothes etc.

Y1 P.E (Dance) - Pathways in dance, create own dance using counts, explore speed and actions

Y1 P.E (Foundations) - Balance, stability and landing safely, how the body moves when running at different speeds.

Y2 –P.E (Dance) - To remember, repeat and link actions to tell the story of the dance.

Deepen and challenge opportunities

Design and lead team game/dances/routines
Hop and skip confidently
Fasten buttons and tie laces

Direct teaching

Autumn	Spring	Summer
Mark making/ Self care/ safety when on apparatus Get Set for P.E Move safely in a space Stopping with control Use equipment safely The different travelling actions To work co-operatively with others To follow, copy and lead a partner. Balance whilst stationary To change direction To develop jumping and landing To develop hopping and landing	Zips/buttons/ how to use scooter and balance bike (model during PE) Get Set for P.E Rolling a ball to a target Stopping a rolling ball Develop accuracy when throwing Bounce and catch a ball Develop dribbling with feet and hands Kick a ball to a target Create shapes with body Create shapes on apparatus Balancing and taking weight Jumping and landing safely Rocking and rolling Short sequences—linking actions together Travelling around, over and through apparatus	Routes/ obstacles/ PE Get Set for P.E Explore different body parts and how they move Remember and repeat actions To express and communicate ideas exploring directions and levels Adapt and perform simple dance patterns Copy and repeat actions Move with control and co-ordination Explore movement using a prop Explore actions in response to a theme and begin to use counts.

Learning Journey

Children will share a range of increasingly challenging books with others and read decodable texts using phonic knowledge. They will develop a love of reading and learn to read books to gain knowledge.

Autumn 1	Check point	Autumn 2	Check point	Spring 1	Check point	Spring 2	Check point	Summer 1	Check point	Summer 2	

End point Children enjoy sharing books with adults. Repeat words and phrases from familiar stories. Children will understand that print has meaning and has different purposes		End point Children understand that we read English text from left to right and from top to bottom, the names of the different parts of the book and page sequencing. Children will segment and blend CVC words with some adult support Children engage in conversations about stories		End point Develop phonological awareness so that they can: Spot and suggest rhymes, cap syllables in words, recognise words with same initial sounds Have favourite books and seek them out, to share with an adult, with another child or read them alone Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment		End point Children choose books based on their interests. Children can have conversations with adults about their favourite themes in books and why they might prefer some books more than others Children will segment and blend increasingly challenging words using their phonic knowledge and some common exception words		End point Engage in extended conversations about stories, learning new vocabulary. Read individual letters by saying the sounds for them. Read simple phrases and sentences with known GPC taught common exception words		Children will share a range of increasingly challenging books with others and read decodable texts using phonic knowledge. They will develop a love of reading and learn to read books to gain knowledge.	
Key Vocabulary Rhyme, initial sound, grapheme, phoneme, conversation, text, blend, fiction, non-fiction, poem, visual, shopping list, caption, dictation, lower case, upper case, letter, rhyme, rhyming pairs, syllables, digraph, sentence, capital letter, finger space, full stop, digraph, trigraph, themes, fluency, recount, rhyme,, conjunction, narrative		**Key text drivers** Charlie Cook's favourite book, Stacey's remarkable books, give me back my book!		**Projects** All about me, Autumn Leaves, Let's celebrate, People who help us, Growing, Story makers, Animal Madness							

Year 1 and 2 checkpoints:

Y1—apply phonic knowledge and skills as the route to decode words, respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes, read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Y2—Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Deepen and challenge opportunities

Children can read phonically regular words of more than one syllable as well as many irregular high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in simple stories they have read.

Direct teaching

Autumn	Spring	Summer
Daily storytime Daily ELS Children repeating words and phrases from familiar stories Print has meaning and different purposes Engage in conversation about stories Compare fiction and non-fiction books Weekly library visits Read CVC words Blending	Daily storytime Daily ELS Rhyming pairs Clap syllables Favourite books and why Anticipate key events in stories Weekly library visits—choosing books based on interests Read caption	Daily Storytime, phonics, Compare fiction and non-fiction Favourite books and why Comprehension questions when reading texts from reading curriculum Weekly library visits Read a sentence fluently

Learning Journey

Children will be confident writers using recognisable words and use phonic knowledge for spelling so that they can express themselves using rich vocabulary and language.

Autumn 1	Check point	Autumn 2	Check point	Spring 1	Check point	Spring 2	Check point	Summer 1	Check point	Summer 2	

End point Enjoy drawing freely and painting on large surfaces To use early mark making and print making in play scenarios (shopping lists, café ordering etc.) Make marks on pictures to represent their name		End point Use some of their print and letter knowledge in early writing. Children can write the grapheme that represents the initial sound in words Write their name with support		End point Write some or all of their name Write some letters accurately To begin to label a simple picture/diagram using taught GPCs (dog, leg) and develop these into phrases Children can write a simple, dictated caption with support		End point Children can write a simple, dictated caption independently Write a simple caption with some adult support Re-read what they have written to check that it makes sense to them Form lower-case letters correctly		End point Form lower-case and capital letters correctly Spell word by identifying sounds and then write them using correct GPC Write short sentences whilst beginning to use capital letters and full stops To attempt to use specific taught vocabulary To begin to self edit and check their own writing Children can write a dictated sentence		Children will be confident writers using recognisable words and use phonic knowledge for spelling so that they can express themselves using rich vocabulary and language.	
Key Vocabulary Grapheme, segment, poem, caption, dictation, lower case, upper case, letter, rhyme, rhyming pairs, syllables, digraph, sentence, capital letter, finger space, full stop, digraph, trigraph, sentence, themes, edit, fluency, recount, rhyme, poem, conjunction, narrative		**Key text drivers** The one-stop story shop, Little red writing, Bearnard writes a book.		**Projects** All about me, Autumn Leaves, Let's celebrate, People who help us, Growing, Story makers, Animal Madness							

Year 1 and 2 checkpoints:

Y1—Become very familiar with fairy stories and traditional tales. Use a capital letter. Use a full stop. Write a simple sentence. Spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week. Write from memory simple sentences dictated by the teacher

Y2—spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones, learning to spell common exception words, learning to spell more words with contracted forms, add suffixes to spell longer words, Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence

Deepen and challenge opportunities

Children can spell phonically regular words of more than one syllable, as well as many irregular high frequency words. They use key features of narrative in their own writing

Direct teaching

Autumn	Spring	Summer
Daily ELS Name writing Identify and write initial phonemes moving to simple words Letter formation Labelling using CVC words	Daily ELS Writing captions Re-read what they have written to make sense Letter formation Model dictation	Daily ELS Dictation Writing simple sentences Finger spaces and full stops Beginning to edit

Learning Journey

Children will have a secure numerical understanding of numbers to 10. They will develop confidence in problem solving and spatial reasoning to become future mathematicians.

Autumn 1	Check point	Autumn 2	Check point	Spring 1	Check point	Spring 2	Check point	Summer 1	Check point	Summer 2	
End point Children will develop fast recognition of up to 3 objects and subsitise effectively Children will recite numbers past 5 Show fingers to 5 Talk about and identify patterns around them Talk about and explore 2d and 3d shapes using informal mathematical language		End point Link numerals and amounts up to 5 Children to be able to recite numbers to ten To notice and correct errors in simple repeating patterns Select shapes appropriately when building (eg, triangle for roof etc.)		End point Children will develop fast recognition of up to 5 objects and subsitise effectively To know the cardinal principle when counting a small set of objects Solve real world mathematical problems with numbers to 5 Make comparisons between objects relating to size, length, weight and capacity		End point Count beyond 10 To begin to describe a sequence of events, real or fictional, using words (first, next, then) Count objects, actions and sounds To compare numbers to 10 Explore and understand simple addition to 10 Children investigate how 2d and 3d shapes can be combined to make new shapes		End point Explore the composition of numbers to 10 To subsitise numbers to 10 in every day contexts (e.g. using dice) Understand the one more/less relationship between consecutive numbers Recall number bonds for numbers 0-5 and some to 10 Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes to recognise shapes within shapes. Compare length, weight and capacity.		Children will have a secure numerical understanding of numbers to 10. They will develop confidence in problem solving and spatial reasoning to become future mathematicians.	
Key Vocabulary **C**ount, couple, match, picture, object, set, sort, rules, amounts, previous, size, mass , capacity, pattern, subitise, represent, more, less, minimum, shape, environment, position, more, less, combine, day, night, zero, more, less, mass, balance, capacity, represent, more, less, pairs, double, odd, even, length, height, time, order, sequence, 3D, continue, pattern, estimate, bond, compare, represent, more, less, odd, even, pattern, add, take away, rotate, manipulate, compose, decompose , 2D, sharing, grouping, even, odd, double, pattern, position, instruction		**Key text drivers** Bad tempered ladybird Hungry caterpillar The Shape Trilogy		**Projects** All about me, Autumn Leaves, Let's celebrate, People who help us, Growing, Story makers, Animal Madness							

Year 1 and 2 checkpoints:

Y1—Sort objects, count objects, represent objects, parts and wholes, number bonds to 10, addition (add together), subtraction (take away—how many left?), one more, one less, recognise, name and sort 3D and 2D shapes. Compare length and height, measure length using objects, measure length in centimetres, heavier and lighter, measure mass, compare mass, full and empty, compare volume.

Y2—Count objects to 100 and making 10s. Recognise 10s and 1s, use a place value chart, partition numbers to 100, write numbers to 100 in words, 10s on the numberline to 100, 10s and 1s on the number line to 100, estimate numbers on a number line, order and compare numbers, count in 2s, 5s and 10s.

Deepen and challenge opportunities

They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Children estimate, measure, weigh, compare and order objects and talk about properties, position and time.

Direct teaching		
Autumn	**Spring**	**Summer**
Match, sort and compare, talk about measure and patterns, it's me—1,2, shapes with 4 sides	Alive in 5, mass and capacity, growing 6,7,8, length, height and time, building 9 and 10, explore 3D shapes	To 20 and beyond, how many now? Manipulate, compose and decompose, sharing and grouping, visualise, build and map, make connections

Learning Journey

Children will be curious explorers who appreciate and explore the world around them. They will celebrate and embrace all communities in order to become respectful, future citizens

Autumn 1	Check point	Autumn 2	Check point	Spring 1	Check point	Spring 2	Check point	Summer 1	Check point	Summer 2
End point Children will use all their senses in hands on exploration of natural materials Children will begin make sense of own life story and family history Explore and talk about how things work Understand simple maps and how they work		End point To observe that the natural world changes over time To understand places that are special to them and plot these on simple maps Describe what they see, hear and feel whilst outside Understand that some places are special to their community		End point Talk about the differences between materials and changes they notice Develop positive attitudes about the differences between people To know that there are different countries and explore the differences they have observed To understand key features of lifecycles (plants, chicks etc.)		End point Compare and contrast characters from stories, including figures from the past To understand and describe the effect of changing seasons on the natural world around them To draw information from simple maps To plant seeds and care for growing plants. Comment on images of familiar situations in the past		End point Children will describe what they see, feel and hear whilst outside whilst exploring the world around them Recognise that people have different beliefs and celebrate special times in different ways Recognise and celebrate some similarities and differences between life in this country and life in other countries. Understand that animals live in different environments and why they live in that environment,		Children will be curious explorers who appreciate and explore the world around them. They will celebrate and embrace all communities in order to become respectful, future citizens

Key Vocabulary

Construction, device, appearance, similarity, difference, growing, timeline, map, explore, environment, route, travel, holiday, conclusion, environment, season, Autumn, Spring, Summer
Winter, weather, temperature, technology, senses, location, public, invitation, celebrate, planning, special, same, different, religion, tolerate, accept, tradition, globe, map, land, sea, countries, observe, police, fire service, nurse, doctor, dentist, past, present, future, technology, recycle/re-use, energy, litter, environment, precious, change, growth, life-cycle, body, seasons, past, senses, geography, biomes, belief, country, circus, minibeast, technology,

Key text drivers

Handa's surprise, Jolly Postman. Once were giants, Florence Nightingale, Rosie's Walk

Projects

All about me
Storytellers

Year 1 and 2 checkpoints:

Y1 Longitudinal study—Observe the changes across the four seasons, Observe and describe weather associated with the seasons and how the day length varies.
Y1—Geography—Know what is in the school grounds and be able to label them on an aerial photo and describe their purpose: Classrooms, Hall, Corridors, Playground, Play equipment, Field, Carpark.
Y1—History—Significant Individual- Samuel Pepys, Events beyond living memory that are significant nationally or globally
Y1—R.E—To identify a celebration that is important to me.
Y2 Longitudinal study—Know the four seasons and what months the seasons fall into, know the order and describe the typical weather in each. Know events that take place in the four seasons.
Y2—Geogrpahy—Use simple fieldwork and observational skills to study the Geography of their school and its grounds and the key human and physical features of its surrounding environment.
Y2—Science—Know that animals can be grouped into mammals, fish, reptiles, birds and amphibians.
Yr 2—History—Significant historical events, people and places in their own locality.
Events beyond living memory that are significant.
Y2—R. E To identify clothes that are special to me.

Deepen and challenge opportunities

Why people have different histories
Children know that the environment and living things are influenced by human activity

Direct teaching

Autumn	Spring	Summer
Make sense of own life story Simple maps of places important to them—schools Ariel photos of school and recognise features Comment on places familiar to them in the past e.g grocer/school, Special places in Community—church/war memorial—trip Diwali Changing seasons	Notice the effect of the changing seasons Cooking—changes of materials Handa's surprise—diff. cultures/countries, creating maps of her journey Life cycles of a plant, chick, butterfly Florence Nightingale— People who help us, images from the past Comparing Florence Nightingale to Jolly Postman.	Eid (Islam)—different beliefs and ways of celebrating. Compare to Festival of the Chariots (Hinduism) Compare schools around the world Explore animals in different environments (e.g. jungle, desert, farm, UK native, polar) Physical Geography—Walk to other Campus

Learning Journey

Children will develop character and imagination to express themselves creatively and purposefully

Autumn 1	Check point	Autumn 2	Check point	Spring 1	Check point	Spring 2	Check point	Summer 1	Check point	Summer 2	

End point Take part in simple pretend play, using an object to represent something else Begin to develop complex stories using small world equipment Listen with increased attention to sounds Remember and sing entire simple songs	End point Engage in role play that is familiar Make imaginative and complex 'small worlds' with blocks and construction kits Explore different materials freely , to develop their ideas about how to use them and what to make Explore a range of instruments from a range of cultures	End point Begin to mix colours Decide on which materials to use when creating artworks Create closed shapes with continuous lines and use these to represent objects Respond to what they have heard, expressing thoughts and feelings	End point Develop storylines in their pretend play Develop own ideas and then decide which materials to use to express them Join different materials and explore different textures Create own songs or improvise ones they know Children will experiment with different ways to play instruments Children to notice where features of	End point Watch and talk about dance and performance art, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups Explore, use and refine a variety of artistic effects to express their ideas and feelings	Children will develop character and imagination to express themselves creatively and purposefully
Key Vocabulary Object, attached, combine, create, design, stick, draw, creation, pitch, instrument, pulse, tempo, effect, verse, equipment, organise, display, art, draw, observe, painting, sculpture, music. Movement, match, create, method, link, select, material, express, ideas, pattern, rhythm, enhance, dynamics, option, predicted, similar, materials, changes, steady, beat, sequence, compare, symbols, flexibility, threading, weaving, dance, perform, loudly, quietly, quickly, slowly, rest, theme, image, texture, form, function, accompany, invent, adapt, perform, audience, melody	**Key text drivers** Stanley's stick Bear Hunt (magic pencil) It's not a box Malala's magic pencil	**Projects** All about me, Let's celebrate, Story makers, Animal Madness	**Direct teaching**		

Autumn	Spring	Summer
Art Gallery Showcase Christmas Performance, Portraits How to make a sound with instruments (beater, hand, strum) Nativity Observation of artists—Andy Goldsworthy, Matisse. Children learn the skill and embed based on their interests. Get Set 4 Music Listen and respond to music Move to music Play an instrument using a rhythm Use voice to speak and sing Match pitch to movement Keep a steady pulse Explore instruments	Henri Matisse—Snail picture Get Set 4 Education Listening, composing and performing Explore pitch Explore instruments Explore music through movement Explore changes in dynamics To identify instruments and their sounds To create new verses to songs	Fairy tale dress up day, Animal Showcase Different dance styles and sharing likes/dislikes Henry Moore—obs. Drawing (sheep) Get Set 4 Education Listening, composing and performing. Move in time with music To create short rhythms To co-ordinate simple actions to accompany singing To sing and play loudly, quietly, quickly and slowly To create a sequence of sounds To combine movement, singing and playing

Year 1 and 2 checkpoints:

Y1 Art—Children will produce an observational drawing, applying sketching techniques to shade and tone, a sculpture, using hands to shape, pull, form and smooth and self-portrait, using colour-mixing.
Y1 DT—Explore materials to build a 3 little pigs house.
Y1 Music—Pulse, tempo, explore dynamics and the length of notes, how sounds can be changed
Y2 Art—Children will create a model of an animal in its habitat. To create a clay habitat that has recognisable features made by both impressing objects into the surface and by joining simple shapes. To manipulate clay to make a simple model of an insect.
Y2 DT—To know how wheels and axels work to build a buddy for a farmer
Y2 Music— Sing and perform rhythmic patters on instruments

Deepen and challenge opportunities

Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.