



# ‘Gordon’s Great Expectations’

## Child First – Aspire – Challenge – Achieve

### Year R 2020-2021



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?
<b>Thinking Artistically</b> 	<b>EAD</b> <b>Exploring &amp; using media and materials</b> <b>Being imaginative</b>	Enjoys joining in with dancing and sings familiar songs. Explores colours and how they can be changed. Uses various construction materials.	Explores and learns how sounds can be changed. Makes up and taps out simple rhythms. Creates simple representations of events, people and objects.	Experiments with mixing colours and materials to create different textures. Realises tools can be used for a purpose. Engages in imaginative role-play based on first hand experiences.	Manipulates materials to achieve a planned effect. Uses available resources to create props to support role-play. Builds a repertoire of songs and dances and explores a range of instruments.	Selects tools and techniques needed to shape, assemble and join materials. Constructs with a purpose in mind, using a variety of resources.	Sings songs. Makes music, dances and experiments with ways of changing them. Plays co-operatively as part of a group to develop and act out a narrative.
<b>Thinking Academically</b> 	<b>Literacy</b> <b>Reading</b> <b>Writing</b>	Enjoys an increasing range of books Ascribes meanings to marks.	Hears and says initial sounds in words. Uses some clearly identifiable letters to communicate meaning.	Can segment the sounds in simple words. Writes own name and other things such as labels and captions.	Begin to read words and simple sentences. Attempts to write short sentences in meaningful contexts.	Know that information can be retrieved from books and computers. Use phonic knowledge to write words that match spoken sounds.	Demonstrate understanding about what they have read. Write sentences that can be read by themselves and others.
	<b>C&amp;L</b> <b>Listening &amp; Attention</b>	Listens to stories with increasing attention and recall.	Maintains attention and sits quietly during activities.	Can listen and concentrate for a short time span.	Can listen attentively in a range of situations.	Listens to stories accurately anticipating key events.	Give attention to what others say and respond appropriately.
	<b>Mathematics</b> <b>Numbers</b> <b>Shape, Space &amp; Measure</b>	Counts object to 10 and recognises numbers 1-5. Orders 2-3 items by length	Counts an irregular arrangement of up to 10 objects. Recognises numbers 1-10	Recognises numbers 1-15. Uses positional language. Names 2D shapes.	Recognises and uses numbers 1-20. Uses everyday language related to time.	Add and subtract two single digit numbers. Orders 2 items by weight and capacity.	Solve problems, including doubling, halving and sharing. Use mathematical language to describe shapes.
<b>Thinking Globally</b> 	<b>UTW</b> <b>Technology</b> <b>The world</b> <b>People &amp; Communities</b>	Shows an interest in technological toys. Shows interest in different occupations and ways of life.	Shows skills in making toys work by pressing parts. Remembers and talks about significant events.	Completes a simple computer program. Shows an understanding of growth, decay and changes over time.	Interacts with age appropriate computer software. Shows care and concern for living things.	Recognises that a range of technology is used for different purposes. Talks about past and present events in own life.	Selects and uses technology for a particular purpose. Knows about similarities and differences between themselves and others.
	<b>C&amp;L</b> <b>Understanding</b>	Responds to instructions involving a two-part sequence.	Listens and responds to ideas expressed by others in conversation.	Able to follow a story without pictures or props.	Shows understanding of ‘how’ and ‘why’ questions. Understands humour.	Follows instructions involving several ideas or actions.	Answer ‘why’ and ‘how’ questions in response to experiences and stories.
<b>Thinking Healthily</b> 	<b>PD</b> <b>Moving &amp; Handling</b> <b>Health &amp; Self-care</b>	Experiments with ways of moving safely. Dresses independently.	Handles tools safely. Holds pencil and uses with good control.	Travels with confidence and skill. Observes the effects of activity on their bodies.	Uses a pencil effectively. Understands the need to eat a range of healthy foods.	Shows good control and co-ordination. Understands how to transport equipment safely.	Moves confidently in a range of ways. Can manage own basic hygiene and personal needs.
	<b>PSED</b> <b>Making relationships</b> <b>Self-connection &amp; Self awareness</b> <b>Managing feelings &amp; behaviour</b>	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Enjoys responsibility of carrying out small tasks. Aware of own feelings and beginning to accept the needs of others. Aware of boundaries set.	Initiates play and conversations to peers. Confident to talk to other children when playing. Understand that own actions affect other people.	Can describe self in positive terms. Can work as part of a group and take turns. Is confident to try new things and say why they like some activities more than others.	Explains own knowledge and understanding and asks appropriate questions of others. Takes steps to resolve conflicts with other children.	Shows sensitivity to others needs and feelings. Is confident to speak in a familiar group. Can adjust behaviours to different situations and is able to cope with changes in routine
<b>Thinking Inclusively</b> 	<b>C&amp;L</b> <b>Speaking</b>	Uses talk to connect ideas. Uses vocabulary focussed on objects and people that are of particular importance.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Uses language to imagine and recreate roles and experiences in play situations.	Extends vocab, especially by grouping and naming, exploring the meaning and sounds of new words.	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Develop own narratives and explanations by connecting ideas or events.