



# Base 1 Cycle B Overview

Autumn	Spring	Summer
Brown bear Peter rabbit (autumn) Owl babies Nativity	Kipper's Birthday Chinese New Year Mr Wolf's Pancakes Elmer's special Day (Life cycle of chick? Dependent on if we have eggs.)	Jack and the beanstalk The Gingerbread man Monkey Puzzle Walking through the jungle

## Early Years – Development Matters

## PIVATs

### English (Literacy)

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas. Engage in extended conversations about stories, learning new vocabulary.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings (which may include use of letter knowledge), which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name then write some or all of their name.
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
- Write some letters accurately.
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read a few common exception words matched to the school's phonic programme.

### Reading

- To be able to speedily say the sound each letter of the alphabet says.
- Uses knowledge of alphabet sounds to blends cv/cvc word
- Blends cv/cvc words in simple sentences.
- Sound out words in a phonetically decodable book.
- Uses vocabulary and speech influenced by their experience of texts.
- Continues a rhyming string then identifies odd one out in rhyming sequence
- Makes connections between books and their own experiences.
- Predicts elements of the text – fill in missing words when an adult stops reading/uses pictures to predict events.
- Retells narratives in the correct sequences
- Knows information can be retrieved from a text e.g. circling all animals from the text.

### Writing

- Writes from left to right.
- Beginning to form recognisable letters, some of which are formation correctly.
- Begins to use appropriate upper and lower case letters.
- Writes own name from memory independently.
- Orally segments words.
- Uses phonic knowledge to attempt to write simple CVC words with reducing adult support.
- Segment spoken words and write corresponding letters.
- Begins to write other words (tricky words) from memory.
- Initiates and develops own composition orally with adult support then independently.
- Retells events in sequences.
- Chooses appropriate vocabulary when composing sentences.
- Relate to what their own writing 'says'.



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## Maths (Mathematics)

- Complete inset puzzles.
- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Build with a range of resources.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Understand position first practically then through words alone – for example, “The bag is under the table,” – with no pointing.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Describe a familiar route.
- Take part in finger rhymes with numbers.
- Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Say one number name for each item in order: 1, 2, 3, 4, 5.
- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- To solve real world problems with numbers up to 5
- Subitise (recognising quantities without counting) up to 5 then to 10.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.

- Responds to vocabulary “How many...?”
- Understand more/less in practical contexts.
- To be able to compare two sets of objects numbers saying which is more or less when using visual equipment.
- Can find 1 more or 1 less to numbers up to 10, practically then from memory.
- Can use the vocabulary 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/last to describe position
- To estimate how many for numbers under 10 then count to check.
- To rote count or and back from any number within 10
- To rote count to and from 20.
- To know addition as finding the total of two sets.
- To know subtraction as taking away from a set and finding how many are left.
- To add and subtract numbers of objects to 10.
- To know and use number bonds to 5 then to 10.
- To sort objects (including shapes and money) by criteria.
- To use everyday language to describe position and can follow directional language in instructions e.g. behind, under, on, over, forwards/backwards.
- Recognises the structure of the day.
- Indicates which is longer/shorter or lighter/heavier with two objects.
- Knows and uses the days of the week.

## Science (UW)

- Use all their senses in hands on exploration of natural materials.
  - Explore natural materials, indoors and outside.
  - Explore collections of materials with similar and/or different properties.
  - Talk about what they see, using widening vocabulary.
  - Begin to understand the need to respect and care for the natural environment and all living things.
  - Explore and talk about different forces they can feel.
  - Talk about the differences between materials and changes they notice.
- Seasonal changes and daily weather**

- Use all their senses in hands on exploration of natural materials.
  - Explore natural materials, indoors and outside.
  - Talk about what they see, using a wide vocabulary.
  - Understand the key features of the life cycle of an animal.
  - Begin to understand the need to respect and care for the natural environment and all living things.
- Seasonal changes and daily weather**

- Use all their senses in hands on exploration of natural materials.
  - Explore natural materials, indoors and outside.
  - Talk about what they see, using a wide vocabulary.
  - Plant seeds and care for growing plants.
  - Understand the key features of the life cycle of a plant.
  - Begin to understand the need to respect and care for the natural environment and all living things.
- Seasonal changes and daily weather**

- Identify, name, and label the basic parts of the human body.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- To treat living things with care and concern and know that they need/water to survive.

## History (UW)

- Make connections between the features of their family and other families.
  - Begin to make sense of their own life-story and family's history.
- Talk about members of their immediate family

- Continue developing positive attitudes about the differences between people.

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- Make connections between the features of their family and other families. (Diversity week)

Use wide vocabulary of everyday historical terms.  
Ask and answer questions on historical events  
Events beyond living memory that are significant nationally – Remembrance day, Guy Fawkes



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<p><b>Geography (UW)</b></p>	<ul style="list-style-type: none"> <li>• Talk about what they see, using widening vocabulary</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Use all their senses in hands on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Talk about what they see, using widening vocabulary</li> <li>• Use all their senses in hands on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Use all their senses in hands on exploration of natural materials.</li> </ul>	<p>Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, forest, hill, mountain, sea, river, soil, season and weather</li> <li>- key human features, including: farm, house, office and shop</li> </ul> <p>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</p>
<p><b>Art and Design (EAD)</b></p>	<ul style="list-style-type: none"> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore colour and colour mixing.</li> <li>• Join different materials together.</li> </ul>	<ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Explore colour and colour mixing.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Explore colour and colour mixing.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p>
<p><b>PE (PD)</b></p>	<ul style="list-style-type: none"> <li>• Learn to use the toilet with help, and then independently.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Use one-handed tools and equipment</li> <li>• Show a preference for a dominant hand.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> </li> </ul>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games Perform dances using simple movement patterns.</p>		



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Music (EAD)	<ul style="list-style-type: none"><li>• Explore their voices and enjoy making sounds.</li><li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li><li>• Explore a range of sound-makers and instruments and play them in different ways.</li><li>• Move and dance to music.</li><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape of familiar songs</li><li>• Create their own songs, or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Develop storylines in their pretend play.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds
RE (UW)	<ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li><li>• Talk about what they see, using a wide vocabulary.</li><li>• Comment on images of familiar situations in the past.</li><li>• Name and describe people who are familiar to them.</li><li>• Understand that some places are special to members of their community.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li><li>• Continue developing positive attitudes about the differences between people.</li></ul>	Recall features of religious and moral stories Recognise and name features of religions and beliefs
Computing	<ul style="list-style-type: none"><li>• -Explore how things work.</li></ul>	Create and debug simple programs (Using beebot/ipad programmes) Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create digital content Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies



# Base 1 Cycle B Overview

## PSHE

- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

- Be increasingly able to talk about and manage their emotions.
- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.

- Play with one or more other children, extending and elaborating play ideas.
- Talk with others to solve conflicts.
- Begin to understand how others might be feeling.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

## **Independence and self-help**

- Carries out many aspects of personal hygiene in school for themselves e.g. washing hands/wiping nose.
- Shows some awareness of keeping safe e.g. staying the pavement / walking around the classroom
- Can choose activities and resources independently for their own purpose.
- Can complete familiar activities independently e.g. name writing.

## **Social awareness and relationships**

- Accept that they cannot always have what they want.
- Accepts change with reducing adult support.
- Actively participates in a small group activity.
- Shows an understanding of right and wrong.
- Recognise when their actions are upsetting others.
- Take turns in familiar and unfamiliar situations.
- Begins to make and sustain relationships with familiar adults and peers.
- Plays co-operatively with peers, sharing and taking turns with reducing support.
- Negotiates with peers in different situations.
- Is aware when a peer is upset and may attempt to offer comfort.

## **Behaviour for learning**

- Takes part in new and unfamiliar activities with adult support.
- Completes basic tasks for 5mins or more with reducing adult prompts.
- Tolerate a delay in having their needs met by waiting independently.
- Accepts help from an adult when they can't do something.
- To begin to adapt behaviour depending on event, circumstance and situation.
- To recognise that there may be one or more solutions to a problem and do this with reducing adult support.

## **Emotional Aspects**

- Express basic feeling and begin to give a reason for it e.g. I am happy because it is sunny.
- To help their friends/peers.
- Becoming more careful not to break school rules.
- Develops self-confidence.
- Managing their anger and frustration better so that they are controlling their impulses.
- Begins to think what actions may make them and others happy/sad.
- Shows care and compassion for peers and adults alike.



## Base 1 Cycle B Overview

### Communication and Language

- Understand single words in context – ‘cup’, ‘milk’, ‘daddy’
- Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.
- Understand simple instructions like “give to mummy” or “stop”.
- Learn new vocabulary.
- Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.
- Use the speech sounds p, b, m, w.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Learn new vocabulary.
- Use new vocabulary through the day.

- Start to say how they are feeling, using words as well as actions.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.
- Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.
- Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).
- Learn new vocabulary.
- Use new vocabulary through the day.

- Listen to other people’s talk with interest, but can easily be distracted by other things.
- Start to develop conversation, often jumping from topic to topic.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Use longer sentences of four to six words.
- Learn new vocabulary.
- Use new vocabulary through the day.

### Speaking

- Know and use prepositions in, on, under, next to, in front of, behind.
- Combines up to 4 key words to communicate e.g. the hairy giant shouted at Finn.
- Uses the pronouns – he/she/it/my.
- Uses the conjunction ‘and’ to produce increasingly longer sentences.
- Uses more extensive vocabulary.
- Talks about past, present and future events with some accuracy.
- Asks for help appropriately.
- Uses basic manners without prompts.
- Initiate and maintains short conversations about familiar events.
- Initiates play with their peers by asking someone to play.
- Asks simple questions starting with ‘what’, ‘where’, ‘when’ then ‘why’, ‘how’
- Answers simple questions starting with ‘what’, ‘where’, ‘when’ then ‘why’, ‘how’

### Listening

- Follows instructions with at least 3 key words e.g. give me the little red book, then 4 key words e.g. get the big book about dinosaurs from the book box.
- Follow two step instructions such as “find the paintbrush and mix the red paint”.
- Follows context embedded instructions e.g. Put your coat on for playtime.
- Understand concepts of yesterday, today, tomorrow, first, last.
- Can respond to questions from familiar adults or peers about recent events or experiences.
- Can follow simple rules in a game with minimal adult support.
- Listen and respond to the ideas of others by imitating play.
- Can listen, attend and respond to longer stories by answering questions, retell events or through role play.