



# Base 1 Cycle C Overview

Autumn	Spring	Summer
The tiger who came to tea. Whatever next. Room on the broom. Kipper's Christmas eve.	Goldilocks and the 3 bears. Little red hen. Supertato. Billy's bucket.	The hungry caterpillar. Mad about minibeasts. The singing mermaid. Commotion in the ocean.

## 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 3/5/10 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, hear, feel 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, hear, feel 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**

- Use all their senses in hands on exploration of natural materials.
  - Explore natural materials, indoors and outside.
  - Talk about what they see, hear, feel 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**

- 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> <li>• Understand the effect of changing seasons on the natural world around them.</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> <li>• Understand the effect of changing seasons on the natural world around them</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> <li>• Understand the effect of changing seasons on the natural world around them</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> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</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> <li>• Join different materials and explore different textures.</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>• Join different materials and explore different textures.</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> <li>• Explore and engage in music making and dance, performing solo or in groups.</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 C 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 C 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.