




















# Alton Infant Long Term Curriculum and Skills Map

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 All About Me	 Let's Celebrate	 Jackanory – Let's tell a story	 Circle of Life	 Here we go Come Outside	 Smile and wave
<b>Possible Themes/Interests/Lines of Enquiry</b> 	Me and My body My Family New beginnings What makes me special? My Special People Who can help me? Same and different homes (My house)	Fire Service visit Christmas Nativity/Advent	Winter Traditional tales/Stories/Pantomime	Growing up – babies - generations – family tree Human life stage – who will I be? Health inc. oral health – famous 5 needs – Mental health week Caring for our world-Planting/Gardening	Life cycles – Frog/butterfly/plant/sunflowers Bugs- Snails/worms etc Keeping safe online	Local Area – Local visits Maps/journeys People who help us  Hot places/Keeping my Body Safe Pirates/ Mermaids
<b>Celebrations &amp; Experiences</b>	Autumn Class rules and routines Starting School Teddy Bears	Harvest – Pumpkins Remembrance Day Halloween Bonfire Night Christmas Around the World Celebrations including Diwali	Winter Valentine's Day, Lunar New Year / Chinese New Year NSPCC Numbers day Safer Internet Day	Spring Pancake Day World Book Day Mother's Day Easter Marwell zoo visit Animals- Mill farm visit School Chicks	St George's Day Outdoors Gardening	Summer Father's Day Sports Day Transitions Assessment
<b>Communication and Language</b>   	<b>Understand how to listen carefully and why listening is important.</b> <b>Engage in story times</b> , rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <b>Understand 'why' questions.</b> <b>Use sentences 4-6 words.</b> <b>Use talk to organise play.</b>	Listen in familiar & new situations. <b>Engage in story times.</b> Maintain attention in new situations. <b>Ask questions to find out more and to check they understand what has been said to them.</b> Follow <i>instructions with 2 parts</i> in a familiar situation. <b>Start a conversation with peers and familiar adults and continue for many turns.</b> <b>Develop social phrases</b>  <b>NELI Assessment</b> 	Listen attentively in a range of situations. Maintain attention during appropriate activity. <b>Engage in non-fiction books.</b> Consider the listener and take turns. <b>Use talk to organise/stand for something else in play.</b> Begin to use past tense. Begin to recount past events.  NELI DELIVERY 	Understand why listening is important. Maintain attention in different contexts. <b>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</b> <b>Ask questions to find out more and check understanding.</b> <b>Articulate their ideas and thoughts in well-formed sentences.</b> <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</b> <b>Begin to connect one idea or action to another using a range of connectives.</b> Describe events in some detail.  NELI DELIVERY 	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <b>Describe events in some detail.</b> Express ideas about feelings and experiences. <b>Articulate their ideas and thoughts in well-formed sentences.</b> Use language to reason.  NELI DELIVERY 	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <b>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b> Speak in well-formed sentences with some detail. <b>Use new vocabulary in different contexts.</b> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	<b>Learn new vocabulary</b> <b>Use new vocabulary through the day</b>	<b>Listen carefully to rhymes and songs, paying attention to how they sound.</b> <b>Learn rhymes, poems, and songs.</b>	<b>Use new vocabulary in different contexts</b> <b>Listen to and talk about stories to build familiarity and understanding.</b>			
	<b>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</b>					

<p>Personal, Social and Emotional Development Self-regulation</p>  <p>Expressing Feelings (Self-Regulation)</p> <p>Managing behaviour (Self-Regulation)</p> <p>Self-awareness, keeping healthy (Managing Self)</p> <p>Independence (Managing Self)</p> <p>Collaboration (Managing Self)</p> <p>Social skills (Building Relationships)</p>	<p>Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.</p> <p>Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important.</p> <p>Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independently organises themselves in the morning e.g., book-bag in tray, coat on peg, water bottle on trolley, name card on board. Manages their own personal hygiene e.g., toileting. Follows 1 step instructions.</p> <p>Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.</p>	<p>Show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Identify how they are feeling on the emotions board. Beginning to express their feelings and consider the perspectives of others.</p> <p>Begin to take turns and share resources. Tolerates delay when needs are not immediately met.</p> <p>Talks about what they are doing and why.</p> <p>Independently chooses areas they would like to play in or resources they would like to use. Says when they need help. With some support can get dressed and undressed for PE sessions. Follows instructions with 2 parts.</p> <p>Begin to share and take turns.</p> <p>Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.</p>	<p>Show pride in achievements by showing work to others. Understand how to take time to help with big feelings.</p> <p>Understand the behavioural expectations of my school.</p> <p>Takes pride in themselves, work, and achievements. Explains right from wrong and try to behave accordingly.</p> <p>Independently manages their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Talks about healthy and unhealthy foods.</p> <p>Consider the listener and takes turns to listen and speak in different contexts. Identify kindness and considerate behaviour of others.</p> <p>Seek others to share activities and experiences.</p>	<p>Make choices and communicate what they need. Name people in school they can turn to if they help or are worried.</p> <p>Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p>Happy to stand up in front of the class and share achievements with others. Know and talk about the different factors that support their overall health and wellbeing</p> <p>Manages personal needs such as dressing and undressing. Begin to show persistence when faced with challenges. Knows how to be a safe pedestrian.</p> <p>Knows it is important to work together to look after our classroom resources and our school grounds. Keeps play going by cooperating, listening, speaking, and explaining. Reflect on the work of others and self-evaluate their own work.</p> <p>Use language to negotiate, play and organise.</p>	<p>Initiate an apology where appropriate. Beginning to know that others may apologise in different ways to them.</p> <p>Follows instructions, requests, and ideas in a range of situations.</p> <p>Talk about their own abilities positively.</p> <p>Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Follows directions with 3 parts</p> <p>Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> <p>Considerate the needs of others, beginning to respect a different point of view and work together in collaboration.</p>	<p>Understand some strategies to deal with anger and frustration. Identify and moderate own feelings. Negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.</p> <p>Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</p> <p>See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</p> <p>Seeks out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p>Takes account of the ideas of others about how to organise and activity. Shows sensitivity to others' needs and feelings.</p> <p>Resolves conflict and is able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>
<p>Colour Monster</p> 	<p><b>Colour:</b> Blue Feeling: Sad Other <b>vocabulary:</b> Upset, sadness, unhappy, feeling blue, miserable, down, tearful, grief <b>What might help:</b> Conversation, adult labelling, cuddles, distraction, offering solutions, singing, music, favourite toy, comforter</p>	<p><b>Colour:</b> Green Feeling: Calm Other <b>vocabulary:</b> Relaxed, chilled, peaceful, quiet, thoughtful, thankful, content <b>What might help:</b> Calming music, cosy, quiet areas, having discussions, secure attachments, seeing friends, storytelling, roll modelling, providing a stimulating activity</p>	<p><b>Colour:</b> Grey Feeling: Scared Other <b>vocabulary:</b> Fear, afraid, lonely, worried, unsure, anxious, sad <b>What might help:</b> Calm, reassurance from adult, fidget toy, distraction, time alone, explanation, visuals, observation, modelling</p>	<p><b>Colour:</b> Red Feeling: Angry Other <b>Vocabulary:</b> Cross, fed up, frustrated, fuming, angry, annoyed <b>What might help:</b> Space, calm, sensory room or toy, dark den, snug, conversation, finding solution, reassurance, cuddle, labelling and listening, distraction, time, waiting, cuddles</p>	<p><b>Colour:</b> Yellow Feeling: Happy Other <b>vocabulary:</b> Excited, cheerful, smiley <b>What might help:</b> Talk about the emotion, share emotion, explain to peers</p>	<p><b>Colour:</b> Pink Feeling: Love Other <b>vocabulary:</b> Loving, happy, warm, friendly <b>What might help:</b> Calm music, secure attachments to others, being with people, cuddle</p>



	<p><b>Colour:</b> All Colours Feeling: <b>Mixed-up</b> Other</p> <p><b>vocabulary:</b> Cross, fed up, frustrated, fuming, angry, annoyed What might help: Space, calm, sensory room or toy, dark den, snug, conversation, finding solution, reassurance, cuddle, labelling and listening, distraction, time, waiting, cuddles</p> <p><b>What might help:</b> Space, calm, sensory room or toy, dark den, snug, conversation, finding solution, reassurance, cuddle, labelling and listening, distraction, time, waiting, cuddles</p>					
	Teaching children to name and recognise their feelings is an important element of the Early Years Foundation Stage. At Alton Infant School, we strongly believe giving children the skills to name, recognise, talk about, and use strategies to managing their feeling is vital. Children who are aware of and manage their feelings are more likely to develop into happy, healthy and resilient adults. We use ‘The Colour Monster’ by Anna Llenas to help with this.					
Suggested Texts						
	<p><i>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. All Areas are connected.</i></p>					
Learning Characters						
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	<b>Foundation : Locomotion :</b> Walking : Walking 1 <b>Foundation : Dance :</b> Ourselves : Ourselves	<b>Foundation : Dance : Nursery Rhymes :</b> Nursery Rhymes	<b>Foundation : Gymnastics :</b> High, Low, Over, Under : High, Low, Over, Under  <b>Foundation : Ball Skills : Feet :</b> Feet 1	<b>Foundation : Gymnastics : Moving : Moving</b>	<b>Foundation : Locomotion :</b> Jumping : Jumping 1	<b>Foundation : Attack v Defence :</b> Games For Understanding :  <b>Foundation : Ball Skills :</b> Rackets Bats Balls and Balloons
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming (outside clubs)					
	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Literacy	<b>Comprehension:</b> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right	<b>Comprehension:</b> Experience and respond to different types of books, e.g., storybooks, factual/real-world books, rhyming, non-rhyming stories, realistic, and fantasy stories.	<b>Comprehension:</b> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.	<b>Comprehension:</b> Retell stories in the correct sequence; draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end.	<b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading.	<b>Comprehension:</b> Play influenced by experience of books - act out stories through role-play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.



Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.

Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.

Sequence two events from a familiar story, using puppets, pictures from book or role-play.

Show understanding of some words and phrases in a story that is read aloud to them.

Express a preference for a book, song or rhyme, from a limited selection.

Play is influenced by experience of books (small world, role-play).

Give a simple opinion on a book they have read, when prompted.

Recognise repetition of words or phrases in a short passage of text.

Play influenced by experience of books

Innovate a well-known story with support.

Know the difference between different types of texts (fiction, nonfiction, poetry)

Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.

Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

Recall the main points in text in the correct sequence, using own words and include new vocabulary.

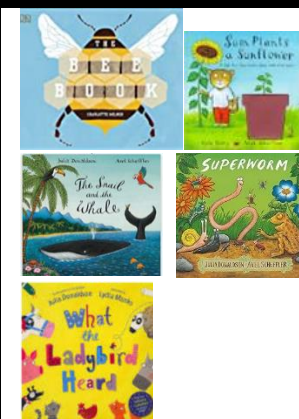
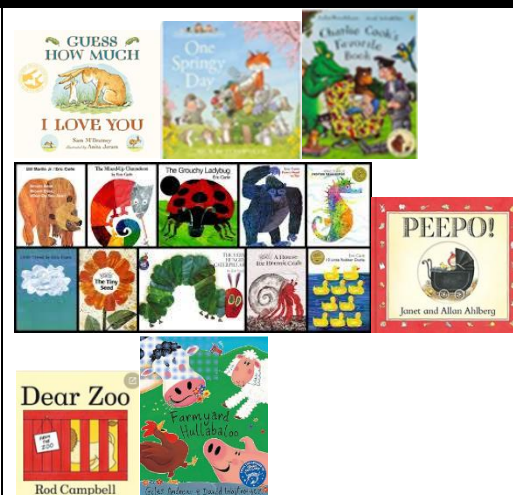
When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.

With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

## Main

### Autumn link texts

## Plus other linked theme of the week books



## Literacy



**Word Reading:** Hear general sound discrimination and be able to orally blend and segment.

**Word Reading:** 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.

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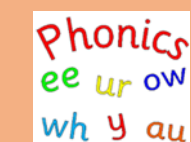
**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

**Word Reading:** Read some letter groups that each represent one sound and say sounds for them.  
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

**Word Reading:** Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

## Phonics



**Phase 1/2**  
Hear general sound discrimination,  
identify rhythm, rhyme, alliteration and  
be able to orally blend and segment  
simple words.

<p><b>Phase 2</b></p> <p>Know grapheme phoneme correspondence of 19 letters.</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Know high-frequency common words (the, to, no, go).</p>	<p><b>Phase 2</b></p> <p>Consolidate skills as in Autumn 2.</p> <p>Recognise digraphs -ck + consonant endings - ff, ll, ss</p> <p>Know tricky words - the, to, and, no, go, l</p> <p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p>
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## Phase 2

Consolidate skills as in Autumn 2.

Recognise digraphs -ck + consonant endings - ff, ll, ss

Know tricky words - the, to, and, no, go, I

Blend and segment known sounds for reading and spelling VC, CVC, CVCC

Begin Phase 3 skills –

Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu



**Phase 2/3**

Consolidate Phase 2 skills.

Begin Phase 3 skills –

Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu

Know the 4 consonant digraphs – sh, th, ch, ng

Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi

Know trigraph igh

Know tricky words, the, to, he, she, we, me, be, was, my

Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

### Phase 3

Consolidate phase 2 and 3 skills.

Know trigraphs ear, ure, air

Know vowel digraph er



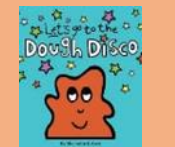





Read tricky words they, her, all, are






Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

Write more graphemes from memory and write a simple sentence using phonic knowledge.

**Phase 3/4**  
Consolidate phase 2 and 3 skills.  
Read CVCC words  
Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr  
Read tricky words do, when, out what, said, have, like, so.  
  
Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.  
  
Write longer sentences using phonic knowledge, write digraphs and trigraphs.



<div>Literacy</div> <div>Writing</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>riting Development</div>	<div><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</div> <div><b>Composition:</b> Use talk to organise describe events and experiences.</div> <div><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</div> <div><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</div> <div>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</div>	<div><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</div> <div><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</div> <div><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</div> <div><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</div> <div>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</div>	<div><b>Emergent writing:</b> Use appropriate letters for initial sounds.</div> <div><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</div> <div><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</div> <div><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</div> <div>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</div>	<div><b>Emergent writing:</b> Build words using letter sounds in writing.</div> <div><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</div> <div><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. I, the, to, no, go independently.</div> <div><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</div> <div>More phonetically correct words are written by child along with common words, e.g. ‘the’ and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</div>	<div><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</div> <div><b>Composition:</b> Write a simple sentence with a full stop.</div> <div><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</div> <div><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</div> <div>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</div>	<div><b>Emergent writing:</b> Show awareness of the different audience for writing.</div> <div>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</div> <div><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</div> <div><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</div> <div><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</div> <div>Child confident to write a simple short story. May still need a phonics mat to support.</div>				
<div>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</div>										
<div>Mathematics</div> <div></div> <div></div>	<div><b>Step 1</b> Match objects</div> <div><b>Step 2</b> Match pictures and objects</div> <div><b>Step 3</b> Identify a set</div> <div><b>Step 4</b> Sort objects to a type</div> <div><b>Step 5</b> Explore sorting techniques</div> <div><b>Step 6</b> Create sorting rules</div> <div><b>Step 7</b> Compare amounts</div>	<div><b>Step 1</b> Compare size</div> <div><b>Step 2</b> Compare mass</div> <div><b>Step 3</b> Compare capacity</div> <div><b>Step 4</b> Explore simple patterns</div> <div><b>Step 5</b> Copy and continue simple patterns</div> <div><b>Step 6</b> Create simple patterns</div>	<div><b>Step 1</b> Find 1, 2 and 3</div> <div><b>Step 2</b> Subitise 1, 2 and 3</div> <div><b>Step 3</b> Represent 1, 2 and 3</div> <div><b>Step 4</b> 1 more</div> <div><b>Step 5</b> 1 less</div> <div><b>Step 6</b> Composition of 1, 2 and 3</div> <div><b>Step 1</b> Identify and name circles and triangles</div> <div><b>Step 2</b> Compare circles and triangles</div>	<div><b>Step 1</b> Find 4 and 5</div> <div><b>Step 2</b> Subitise 4 and 5</div> <div><b>Step 3</b> Represent 4 and 5</div> <div><b>Step 4</b> 1 more</div> <div><b>Step 5</b> 1 less</div> <div><b>Step 6</b> Composition of 4 and 5</div> <div><b>Step 7</b> Composition of 1–5</div> <div><b>Step 1</b> Identify and name shapes with 4 sides</div>	<div><b>Step 1</b> Introduce zero</div> <div><b>Step 2</b> Find 0 to 5</div> <div><b>Step 3</b> Subitise 0 to 5</div> <div><b>Step 4</b> Represent 0 to 5</div> <div><b>Step 5</b> 1 more</div> <div><b>Step 6</b> 1 less</div> <div><b>Step 7</b> Composition of 1 to 5</div> <div><b>Step 8</b> Conceptual subitising to 5</div>	<div><b>Step 1</b> Find 6, 7 and 8</div> <div><b>Step 2</b> Represent 6, 7 and 8</div> <div><b>Step 3</b> 1 more</div> <div><b>Step 4</b> 1 less</div> <div><b>Step 5</b> Composition of 6, 7 and 8</div> <div><b>Step 6</b> Make pairs – odd and even</div> <div><b>Step 7</b> Double to 8 (find a double)</div> <div><b>Step 8</b> Double to 8 (make a double)</div> <div><b>Step 9</b> Combine two groups</div>	<div><b>Step 1</b> Explore length</div> <div><b>Step 2</b> Compare length</div> <div><b>Step 3</b> Explore height</div> <div><b>Step 4</b> Compare height</div> <div><b>Step 5</b> Talk about time</div> <div><b>Step 6</b> Order and sequence time</div>	<div><b>Step 1</b> Find 9 and 10</div> <div><b>Step 2</b> Compare numbers to 10</div> <div><b>Step 3</b> Represent 9 and 10</div> <div><b>Step 4</b> Conceptual subitising to 10</div> <div><b>Step 5</b> 1 more</div> <div><b>Step 6</b> 1 less</div> <div><b>Step 7</b> Composition to 10</div> <div><b>Step 8</b> Bonds to 10 (2 parts)</div> <div><b>Step 5</b> Identify more complex patterns</div> <div><b>Step 6</b> Copy and continue patterns</div> <div><b>Step 7</b> Patterns in the environment</div>	<div><b>Step 5</b> Verbal counting beyond 20</div> <div><b>Step 6</b> Verbal counting patterns</div> <div><b>Step 1</b> Add more</div> <div><b>Step 2</b> How many did I add?</div> <div><b>Step 3</b> Take away</div> <div><b>Step 4</b> How many did I take away?</div> <div><b>Step 1</b> Select shapes for a purpose</div> <div><b>Step 2</b> Rotate shapes</div> <div><b>Step 3</b> Manipulate shapes</div> <div><b>Step 4</b> Explain shape arrangements</div> <div><b>Step 5</b> Compose shapes</div> <div><b>Step 6</b> Decompose shapes</div> <div><b>Step 7</b> Copy 2-D shape pictures</div>	<div><b>Step 1</b> Explore sharing</div> <div><b>Step 2</b> Sharing</div> <div><b>Step 3</b> Explore grouping</div> <div><b>Step 4</b> Grouping</div> <div><b>Step 5</b> Even and odd sharing</div> <div><b>Step 6</b> Play with and build doubles</div> <div><b>Step 1</b> Identify units of repeating patterns</div> <div><b>Step 2</b> Create own pattern rules</div> <div><b>Step 3</b> Explore own pattern rules</div> <div><b>Step 4</b> Replicate and build scenes and constructions</div> <div><b>Step 5</b> Visualise from different positions</div> <div><b>Step 6</b> Describe positions</div> <div><b>Step 7</b> Give instructions to build</div> <div><b>Step 8</b> Explore mapping</div>





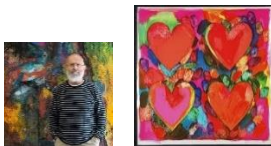


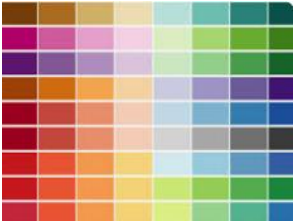








<div></div> <div>Joining throughout the year</div>			<div><b>Step 3</b> Shapes in the environment <b>Step 4</b> Describe position</div>	<div><b>Step 2</b> Combine shapes with 4 sides <b>Step 3</b> Shapes in the environment <b>Step 4</b> My day and night</div>		<div><b>Step 10</b> Conceptual subitising</div>				<div><b>Step 9</b> Represent maps with models <b>Step 10</b> Create own maps from familiar places <b>Step 11</b> Create own maps and plans from story situations</div>	
<div>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the ‘one more/one less than’ relationship between consecutive numbers. Compare length, weight, and capacity.</div> <div>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</div>											
	<div>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</div>										
<div><div>Understanding the World</div><div></div></div>	<div><b>Chronology:</b> Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</div>	<div><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.  <b>Enquiry:</b> Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.</div>	<div><b>Chronology:</b> Days of the week 7 Song/rainbow Number 7 Relate to ‘Birthday celebrations’ Autumn 2 - ongoing</div>	<div><b>Chronology:</b> Talk about and understand changes in their own lifetime, by creating a personal timeline.<ul style="list-style-type: none"><li>School day timeline</li><li>Baby/Toddler/Child</li></ul> <b>Enquiry:</b> Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories.</div>	<div><b>Chronology:</b> Recount an event, orally, pictorial and/or with captions.  <b>Enquiry:</b> Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</div>	<div><b>Chronology:</b> Order experiences in relation to themselves and others, including stories.  <b>Enquiry:</b> Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</div>					
<div>Begin to develop a sense of <b>continuity and change</b> by being able <i>to compare and contrast characters from stories throughout the year, including figures from the past.</i></div>											
<div>  </div>	<div><b>Respect:</b> Themselves, special things in their own lives.  Talk about and describe features of their own family, talk about families in other countries across the world.</div>	<div><b>Respect:</b> 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.</div>	<div><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</div>	<div><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.  Family tree – Grandad parents</div>	<div><b>Respect:</b> Small creatures of our world Know how to care for our bugs</div>	<div><b>Respect:</b> Understand that some places are special to members of their community.  Kenya - Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</div>					
	<div><b>Mapping:</b> Talk about the features of their immediate environment with visual representations e.g., classroom maps, story map around school, seating maps, read commons signs and logos.</div>	<div><b>Mapping:</b> Use technology e.g., a remote control cars and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. Bears in the night story maps</div>	<div><b>Mapping:</b> Use a remote control car or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live hot/cold countries – China/Revisit - <b>Summer one</b> bears around the world.  <b>Enquiry:</b> Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places.</div>	<div><b>Mapping:</b> Introduce using Beebots - directions Using a simple map to guide them around Marwell zoo Look at where they live? Address?  <b>Enquiry</b> - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</div>	<div><b>Respect:</b> Understand that some places are special to members of their community.  <b>Parks</b> Churches Quiet zones – reflection Gardens Museum’s – Allen Gallery  Mapping: Draw information from a simple map and identify landmarks of our school.  School map – Garden spots – Where will minibeasts be in our school garden-</div>	<div><b>Mapping:</b> Create own maps using grid paper and symbols (x marks the spot treasure maps)  <b>Enquiry:</b> Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.  Use photos and pictures to locate places and place on a simple map – google maps</div>					

<div>EYFS</div> <div>Concept</div> <div>Context</div> <div>Golden Threads:</div> <div>Special ☆</div> <div>Love ♥</div> <div>Belonging ⚙</div> <div>Community 👤👤</div> <div>Religions Studied:</div> <div>Christianity ✝</div> <div>Hinduism ॐ</div>			Look closely at similarities and differences.		<div>Where could we find minibeasts in our local town? Flood meadows/Kings pond/Allotments/gardens</div> <div>Enquiry: Comment and ask questions about the different parts of our school and its grounds.</div> <div>Find out about their local area by talking to people, examining photographs, and visiting local places.</div> <div>Understand the key features of the life cycle of a plant or animal.</div>
	<div>Communication: Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i></div> <div>Observation: <i>Explore the natural world around them</i> by taking part in weekly outdoor session. Making observations and drawing pictures of animals and plants. (linked to Expressive arts) Understand the need to respect and care for the natural environment and all living things – visits – Mill Farm/Marwell Zoo/School Chicks/Visiting Pets</div>				

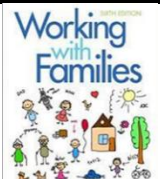

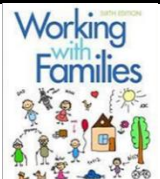




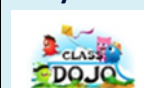

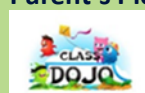
R.E					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Celebration time	Tell a story	Circle of life	Here we go!	Smile & Wave
<div>ॐ</div> <div>Celebration</div> <div>Diwali/ Christmas</div> <div>✝</div>	<div>♥</div> <div>⚙</div> <div>Belonging</div> <div>Chinese New Year</div> <div>福</div>	<div>⚙</div> <div>New Life</div> <div>Easter</div> <div>✝</div>	<div>☆</div> <div>Special</div> <div>Special Things</div> <div>ॐ</div> <div>✝</div>	<div>Remembering</div> <div>Special moments/ memories</div> <div>福</div>	

<div>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</div> <div>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Observation: Explore the natural world around them by taking part in weekly inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.</div> <div>Look and discuss UNICEF rights – family/home links</div>
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<div>Expressive Arts and Design</div> <div></div> <div></div>	<div><b>Mark Making/Drawing:</b> Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning. Portrait skills – Create a self-portrait-observational work</div> <div><b>Colour:</b> Recognise and name colours. Know how to print using hands, feet, and fingers.</div> <div><b>Materials:</b> Know that materials can feel different. Know some words to describe materials.</div> <div><b>3D Work:</b> Know what transient art is. (Transient art will continued to be offered in continuous provision throughout the year)</div> <div><b>Cutting Skills:</b> Know how to safely pass scissors to another person. Know how to use scissors to make snips in paper.</div> <div><b>Artist study</b> – Yayoi Kusama, Piet Mondrian, Kandinsky<div></div></div> <div><i>Develop storylines in their pretend play.</i></div>	<div><b>Mark Making/Drawing:</b> Skill: observational drawing - Pumpkins Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.</div> <div><b>Colour:</b> Know the names of light colours and dark colours. Know how colours can be changed using light and dark colours.</div> <div><b>Painting:</b> Explore that there are different paint types - watercolour, powder paint, acrylic, ready mix paint. Jackson Pollock Firework celebrations</div> <div><b>Materials:</b> Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.</div> <div><b>3D Work:</b> Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue.</div> <div><b>Cutting Skills:</b> Know how to use scissors to cut in a straight line.</div> <div><b>Artist study</b> – Jackson Pollock<div></div><div>Painting: Artist study – Know that Jackson Pollock created splatter painting. Know how to collaborate with others to create artwork.</div></div>	<div><b>Mark Making/Drawing:</b> Introduction to doodle time – free drawing</div> <div><b>Colour:</b> Begin to experiment with colour mixing Printing with paint – finger painting to create an effect</div> <div><b>Pastels:</b> <i>To use a different medium for colour Smudge and blending techniques</i></div> <div><b>Materials:</b> Collage - WOLF To use real material – sticks, straw etc to create a picture</div> <div><b>3D Work:</b> Playdough – Gingerbread man- modelling and shaping Stickman 3 little pigs – puppets on sticks</div> <div><b>Cutting Skills:</b> <i>To Know how to use scissors to cut around a large object – turning paper</i></div> <div><b>CHINESE NEW YEAR ART</b> <b>Artist Study</b> - Jim Dine (February – link to Valentines – hearts<div></div></div>	<div><b>Mark Making/Drawing:</b> Drawing a chosen animal from Eric Carle’s famous stories <b>Colour:</b> Shades of colour paper</div> <div><b>Materials:</b> Tissue paper art – laying to create an effect - shades</div> <div><b>3D Work:</b></div> <div><b>Artist Study-</b> Eric Carle Art – book week – collage sculpting<div></div></div>	<div><b>Mark Making/Drawing:</b> Skill: observational drawing/painting plus adding texture (Sunflower)</div> <div><b>Colour:</b> Yellow/Oranges – summer warm colours</div> <div><b>Painting:</b> Free painting – experimenting with colour</div> <div><b>3D Work:</b> Junk modelling with recycled materials</div> <div><b>Cutting Skills:</b> <i>Refine how to use scissors to cut around a large object – turning paper</i></div> <div><b>Artist Study</b> – Van Gogh<div></div><div>!</div></div>	<div><b>Mark Making/Drawing:</b> Using lines/definition- Revisit Pattern</div> <div><b>Colour palettes</b><div></div></div> <div><b>Artist Study</b> – Ndebel Art<div></div><div>More images</div></div> <div><b>3D Work:</b> Connection – making round Ndebele houses</div>	
	<div>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</div> <div></div>						
	<div><b>Charanga Songs: ME</b><div></div><div>Main Songs:</div></div>	<div><b>Charanga Songs: My Stories</b><div></div><div>Main Songs:</div></div>	<div><b>Charanga Songs: Everyone</b><div></div><div>Main Songs:</div></div>	<div><b>Charanga Songs: Our World</b><div></div><div>Main Songs:</div></div>	<div><b>Charanga Songs: Big Bear Funk</b><div></div><div>Main Songs:</div></div>	<div><b>Charanga Songs Reflect, Rewind &amp; Replay:</b><div></div><div>Main Songs:</div></div>	



 	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know I t Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
	<b>Supporting songs</b> Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness	<b>Supporting songs</b> Roll Alabama by Bellowhead Boogie Wonderland by Earth Wind And Fire Don’t Go Breaking My Heart by Elton John and Kiki Dee Ganesh I s Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bublé  <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>	<b>Supporting songs</b> We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum I s Amazing ( feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart  <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>	<b>Supporting songs</b> Lovely Day by Bill Withers Beyond The Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog’s Legs And Dragon's Teeth by Bellowhead Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing I n The Rain performed by Gene Kelly  <i>Create collaboratively sharing ideas, resources, and skills.</i>	<b>Supporting songs</b> Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don’t You Worry ‘ Bout a Thing sung by I ncognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band  <i>Big Bear Funk lets children listen to lots of different Funk tracks to really get a feel for the musical style, then they can learn to sing Big Bear Funk themselves</i>	<b>Supporting songs</b> William Tell Overture by Rossini Dance Of The Sugar Plum Fairy by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams  <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i>
	<i>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</i> <i>Explore and engage in music making and dance, performing solo or in groups.</i> Singing – well known nursery rhymes, familiar songs and chants.					
<i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i> <i>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i>						
 	<b>Staggered Start</b> <b>Home visits/telephone consultations / Parents Evening</b> <b>Harvest contributions</b> <b>Home / School Agreement</b> <b>Wow moments</b> <b>Stay and play</b> <b>Curriculum information evening</b> 	<b>Wow moments</b> <b>Nativity afternoon</b> <b>Maths workshop</b> <b>Parents Evening</b> <b>Book at Bedtime</b> <b>Share our success</b> <b>Phonics workshop</b> 	<b>Wow moments</b> <b>Writing workshop</b> <b>Early bird reading</b> <b>Look at me! Talent show!</b> 	<b>Wow moments</b> <b>Parents Evening</b> <b>Art workshop / Gallery</b> <b>Early bird reading</b> 	<b>Wow moments</b> <b>Math Morning – Board games</b> <b>share our success</b> <b>Early bird reading</b> 	<b>Wow moments</b> <b>Share a story</b> <b>Parent’s Picnic</b> 
	<b>Analyse Nursery Assessments</b> <b>In-house –AIS Baseline data on entry</b> <b>National Baseline data by end of term</b> <b>- BEP</b> <b>Set up Trackers</b> <b>Set up early intervention programmes</b>	<b>On-going assessments</b> <b>Baseline analysis</b> <b>Pupil progress meetings</b> <b>Parents evening info</b> <b>EYFS team meetings</b> <b>In house moderation</b> <b>Midterm Assessments/ Tracker data</b>	<b>GLD Projections for EOY</b> <b>Cluster moderation</b> <b>EYFS team meetings</b> <b>Phase meeting and internal moderations</b> <b>Tracker data</b>	<b>Pupil progress meetings</b> <b>Parents evening info</b> <b>EYFS team meetings</b> <b>Tracker data</b>	<b>Cluster moderation</b> <b>EYFS team meetings</b> <b>Tracker data</b>	<b>Pupil progress meetings</b> <b>Parents evening info/reports</b> <b>EYFS team meetings</b> <b>Tracker data</b> <b>EOY data</b>

# Our goals



EYFS at Alton Infant School  
Curriculum has our young pupils at  
it's heart. Through what they learn,  
we want to help them become:

## Reflective Ladybird

I think about my learning and wonder  
what I have done well. I then think  
about how I can improve my learning  
or what I can do differently to make  
my learning even better.



## Resilient Tortoise

I keep on trying and don't give up.  
It doesn't matter how hard I find  
my learning. When things get  
tough I use my resilience to stick at  
a task and always try my best. By  
being resilient I find that learning  
becomes easier than I thought.



## Curious Cat

I think, wonder and ask questions  
about my learning. This means that I  
can find out about things and use  
these ideas in my learning. I really like  
to investigate and explore to find the  
answers to my questions.



## Considerate Hedgehog

I consider the feelings of my friends to  
ensure that they can learn in a caring  
environment. I know my UNICEF Rights  
and use these to help my own thinking  
and to help respect other children and  
the planet.



## Brave Spider

I am not afraid to take risks. I love to  
try something new and never say no,  
even though I might think it is  
something scary. I am not afraid of  
making mistakes as these help my  
learning. By taking risks I feel really  
good about myself and realise I can  
do things when I try.



## Concentrating Caterpillar

I concentrate on what I need to do  
even when my friends are trying to get  
me to do something different. By  
concentrating I know I can improve my  
learning.

