









# Boarshaw Primary School

## Reception Curriculum Coverage

### 2022-2023

## Reception Long Term Plan 2022-2023

	Autumn 1 (5/9-21/10) 7 weeks	Autumn 2 (31/10-16/12) 7 weeks	Spring 1 (3/1-17/2) 7 weeks	Spring 2 (27/2-31/3) 5 weeks	Summer 1 (17/4-26/5) 6 weeks	Summer 2 (6/6-19/7) 7 weeks 3 days	
Topic theme	 <b>What do I know about me?</b> Children explore the ways in which we are all the same and the ways in which they are different. They think about what makes a family and how all families are different. They think about what they look like focusing on detailed drawings of themselves. They talk about and express their opinions on what they like and don't like. They think about their heritage and where different people come from. They explore homes and how our home may differ from people around the world. They also explore all the things they can do with their bodies.	 <b>What do different people celebrate?</b> Children explore traditional English celebrations and celebrations from around the world. They will explore major events from the past and learn about how these have shaped the world we live in today. They will think about how they celebrate birthdays and how this is different around the world and in different religions. Children will experience different foods and cultural events	 <b>What would it be like to live in the polar regions</b> Children explore a contracting location (polar regions). They look at maps of our local area and how these are different from the arctic. They compare and contrast the different locations looking at homes, transport and jobs. They think about how we would keep warm and explore the properties of materials. Children explore scientific concepts melting and freezing.	 <b>What happened long ago?</b> Children will learn about their place in history. They will look at some significant events in local and national history. They will learn about events that happened a long time ago such as dinosaurs and will learn about significant events such as the space race. They will learn about how life was different in the past through exploration of artefacts.	 <b>Are all mini-beasts scary?</b> Children will learn about the features of different mini-beasts. They will learn about spiders and understand why they spin webs. They will look closely at features of different mini-beast including worms, snails and ladybirds. They will also learn about the life cycle of a butterfly and the importance of bees. Children will also learn about habitats and how to look after animals habitats.	 <b>Will we find an elephant in Manchester?</b> Children will learn to compare and contrast animals native to the UK and other countries. They will learn about animals we keep as pets and native wild animals in this country and compare this to other countries. They will focus on African animals and learn about conservation of animals. They will also learn about sea life and how we need to protect this. Children will learn about the dangers of plastics in our oceans.	
English	Nursery Rhymes Nursery rhyme focus- wind the bobbin up The great big book of families Mary Hoffman and Ros Asquith The colour monster Anna Ilenas The colour monster starts school Anna Ilenas Little Red Riding Hood Phonics- Pink	Nursery rhymes Nursery rhyme focus- Hey diddle diddle The three Billy goats Gruff The Gingerbread Man Were going on a bear hunt (The Write Stuff) Michael Rosen and Helen Oxenbury Non-fiction festivals Phonics- Pink	Nursery rhymes Nursery rhyme focus- I'm a little tea pot Non-fiction- Penguins (The Write Stuff) Lost and found (The Write Stuff) Oliver Jeffers The Polar bear son an inuti tale Lydia Dabovich Winter- non fiction texts Phonics- red	Nursery rhymes Nursery rhyme focus- The Grand Old duke of York Jack and the beanstalk Jack and the Jelly beanstalk (The Write Stuff) Racaeah Mortimer and Liz Pichon Phonics- Red/Yellow	Nursery rhymes Nursery rhyme focus- Incey wincey spider The three little pigs Pig might fly (The Write Stuff) Jonathan Emmett The sanil and the whale (The write stuff) Julia Donaldson Phonics- Yellow	Nursery rhymes Nursery rhyme focus- Mary had a little lamb Handa's surprise (The Write Stuff) Eileen Browne Non-fiction- If sharks disappear *The Write stuff) Lily Williams Phonics- Blue	
Maths	<b>White rose maths- Getting to know you</b> (3 weeks baseline assessment) <b>White rose maths- Just like me!</b> Match and sort objects (1 week) Compare amounts (1 week) Counting (1 week) SSM focus (1 lesson a week)- Compare size, mass and capacity (2 sessions) Simple patterns (2 sessions)	<b>White rose maths- It's me 1,2,3</b> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 SSM- Circles and triangles/ Spatial awareness <b>White rose maths- Light and dark!</b> Number 4 Number 5 One more and one less SSM- Shapes with 4 sides/night and day	<b>White rose maths- Alive in 5</b> Introduction to 0 Comparing numbers to 5 Composition of 4 and 5 SSM- Compare mass/capacity <b>White rose maths- Growing 6,7,8</b> 6,7 and 8 Making pairs Combining 2 groups SSM- Length and height/time	<b>White rose maths- Building 9 and 10</b> 9 and 10 Comparing numbers to 10 Number bonds to 10 SSM- 3D shapes/patterns <b>White Rose Maths To 20 and beyond</b> Building numbers beyond 10 Counting patterns beyond 10 SSM- Spatial reasoning	<b>White rose maths-First, then, now</b> Adding more Taking away SSM- Spatial reasoning <b>White rose maths-Find my pattern</b> Doubling Sharing and grouping Even and odd SSM – spatial reasoning	<b>White rose maths-On the move</b> Consolidating key skills Subitising Counting Composition Sorting and matching Comparing and ordering SSM- Patterns and relationships/spatial reasoning	
PSHE/C	Coram Scarf Unit: Me and My relationships	Coram Scarf Unit: Valuing difference	Coram Scarf Unit: Keeping myself safe	Coram Scarf Unit: Rights and responsibilities	Coram Scarf Unit: Being my best self	Coram Scarf Unit: Growing and changing	
Cultural Capital	Experiences	Local Walk	Experiencing and celebrating festivals Visitors	Local environment main features Snow/ice experiences	Exploring artefacts from the past and visitors	Mini-beast hunt/ visit Making bug hotels	Y1- Visit local farm Y2- Visit to an aquarium
	Artist focus	Fredda Kahlo Picasso (playdough faces)		Vincent Van Gogh *Starry night. Focus on shades of colour Jackson Pollock		Paul Klee (fish) Pastels Scratctch art Van Gogh (Sunflowers) (Text Katie and the sunflowers)	
	Whole class texts	The Ugly Duckling (Archaic text) The Colour Monster Anna Ilenas	The proudest of blue (Ibitihaj Muhammad) Who has seen the wind Chrsitina Rosetti (Poetry)	The hare and the tortoise (Archaic text) On the way home (Jill Murphy)	Daisy saves the day (Shirley Hughes) The teddy bear (David McPhail) Romeo and Juliet (Shakespeare)	And the dish ran away with the spoon (Janet Stevens) How to watch a star (Oliver Jeffers)	Wanted the perfect pet (Fiona Riberton) Dinosaurs and all that rubbish (Michael Foreman)
	Baking experience	Combing different ingredients: Making playdough	Effects of yeast Hedgehog bread Cutting and peeling Soup	Changes of state Crispy cakes	Combining ingredients and heat Biscuits	Cutting Fruit kebabs	Making a celebration meal Sandwiches and cakes
	Boarshaw Bear	Our local area Boarshaw/Middleton/UK	India	China	France	Australia	Africa

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Festivals		Autumn October- Black History Month 10 <sup>th</sup> Oct- World Mental Health Day	Bonfire Night Halloween Diwali (24 <sup>th</sup> Oct-1 <sup>st</sup> Nov) Armistice Day (11 <sup>th</sup> Nov) World Nursery Rhyme week (14 <sup>th</sup> -18 <sup>th</sup> Nov) Antibullying week (15 <sup>th</sup> -19 <sup>th</sup> Nov) World Cup November Christmas Armistice Day	Winter Chinese new year-Rabbit (22 <sup>nd</sup> Jan) Children's mental health week (4 <sup>th</sup> -11 <sup>th</sup> Feb) LGBT History Month (Feb)	Shrove Tuesday (21 <sup>st</sup> Feb) St David's Day (1 <sup>st</sup> March) World Book Day (7 <sup>th</sup> Mar) British science week (11 <sup>th</sup> -20 <sup>th</sup> Mar) Red Nose Day (18 <sup>th</sup> Mar) St Patrick's Day (17 <sup>th</sup> Mar) Earth Day (22 <sup>nd</sup> April) Mother's Day (19 <sup>th</sup> Mar) Easter (9 <sup>th</sup> April) Spring	Summer Eid (21 <sup>st</sup> April) St George's Day (23 <sup>rd</sup> April) Deaf awareness week (1-7 May)	Summer Father's Day (18 <sup>th</sup> June)

## Communication and Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG outcomes
<p>To talk about themselves and others, knowing the names of their teachers and friends.</p> <p>To sing familiar songs and rhymes.</p> <p>To speak about a range of texts and recall some main points.</p> <p>To describe different story and non-fiction texts.</p> <p>To know that some characters are real and some are imaginary.</p> <p>To listen carefully for a short period of time.</p> <p>To participate in conversations one to one and in small groups.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p> <p>To be able to talk about how different people celebrate.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p> <p>To use new vocabulary in play scenarios.</p> <p>To sustain attention for longer periods of time.</p> <p>To follow instructions and commands from adults and peers.</p> <p>To express a view and give reasons for their point of view.</p> <p>To participate in conversations one to one and in small groups.</p>	<p>To describe features of stories and know how stories are structured.</p> <p>To talk about the habitat of different animals and compare and contrast locations.</p> <p>To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences.</p> <p>To perform song and rhymes to a small audience.</p> <p>To ask appropriate questions of others.</p> <p>To use talk to solve problems and organise ideas.</p> <p>To participate in group discussions.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p> <p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p> <p>To ask questions to check their understanding.</p> <p>To retell a familiar story.</p> <p>To listen to others ideas and respond appropriately.</p> <p>To participate in group discussions.</p>	<p>To name and sort a range of living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p> <p>To be able to order a range of life cycles.</p> <p>To engage in meaningful conversations with others.</p> <p>To sustain concentration for periods of time and follow a sequence of instructions.</p> <p>To listen to and join in with performance poetry.</p> <p>To use tense correctly when talking about experiences.</p> <p>To sequence and retell a familiar story.</p> <p>To listen to non-fiction texts and talk about their new knowledge.</p> <p>To confidently participate in discussions sharing their point of view.</p>	<p>To be able to give facts about a specific subject.</p> <p>To talk about contrasting locations.</p> <p>To talk about an event recounting in sequence and giving detail.</p> <p>To know a range of facts and use appropriate vocabulary.</p> <p>To engage in meaningful conversations with others.</p> <p>To follow and give a set of instructions.</p> <p>With some support to perform a short poem.</p> <p>To speak in full sentences using the correct tense and using conjunctions to join ideas.</p> <p>To confidently participate in discussions sharing their point of view.</p>	<p><b><u>Listening and Understanding.</u></b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Speaking.</u></b> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Personal, Social and Emotional Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG outcomes
<p>Coram Scarf Unit: Me and My relationships</p> <p>To describe ourselves and talk about our abilities.</p> <p>To learn about the different family structures.</p> <p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p> <p>To begin taking turns with their friends.</p> <p>To use the toilet independently.</p>	<p>Coram Scarf Unit: Valuing Difference</p> <p>To recognise and talk about the ways in which we are similar and different.</p> <p>To learn about a range of different festivals.</p> <p>To learn about important dates in their lives.</p> <p>To be able to talk about different festivals.</p> <p>To understand why different people celebrate different things.</p> <p>To begin to persevere when facing a challenge.</p> <p>To recognise and talk about different emotions they are experiencing.</p> <p>To accept the needs of others and wait for longer periods of time.</p>	<p>Coram Scarf Unit: Keeping Myself Safe</p> <p>To be able to talk about why a character has made a poor choice and what the consequences are.</p> <p>To talk about the ways we can keep ourselves safe and healthy.</p> <p>To be able to talk about how the character could have made a better choice.</p> <p>To build strong relationships with their peers.</p> <p>To solve problems showing perseverance.</p> <p>To recognise and talk about their emotions and emotions of others.</p> <p>To dress themselves appropriately for outdoor play.</p>	<p>Coram Scarf Unit: Rights and responsibilities</p> <p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p> <p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p> <p>To talk about the effect my behaviour has on others.</p> <p>To build strong relationships with this peers and talk about common interests.</p> <p>To solve problems showing perseverance and resilience.</p> <p>To develop strategies to deal with emotions.</p>	<p>Coram Scarf Unit: Being My Best</p> <p>To talk about our abilities and the abilities of others.</p> <p>TO recognise that we all like different things.</p> <p>To describe a range of different habitats around the world and what we can do to preserve these.</p> <p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p> <p>To talk about ways they can deal with their own emotions.</p> <p>To think about and talk about things from different perspectives.</p> <p>To undress and dress themselves independently for PE.</p> <p>To play co-operatively with their peers.</p> <p>To show sensitivity to the needs of others.</p>	<p>Coram Scarf Unit: Growing and changing</p> <p>To understand how we grow and change.</p> <p>To know how our bodies change and how we can look after them.</p> <p>To be able to talk about the relationships they have at home with their family and friends.</p> <p>To talk about how they and other can deal with their emotions.</p> <p>To confidently try new activities and persevere when challenges occur.</p> <p>To manage their behaviour in a range of situations.</p> <p>To explain the reason for rules and know how to behave in different situations.</p> <p>To show sensitivity to the needs of others.</p>	<p><b>Self-Regulation.</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self.</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. Explain the reasons for rules know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b>Building Relationships.</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>

## Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG Outcomes
<p>To use a dominant hand when holding mark making equipment.</p> <p>To hold pencil using a tripod grip.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors to make snips in paper.</p> <p>To move in a range of different ways including walking, jumping, running, skipping and hopping.</p> <p>To balance on one leg and show good control.</p> <p>To show an awareness of healthy food and try new foods.</p> <p>To understand the need for personal hygiene especially before eating or drinking.</p>	<p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To know which hand to write with.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p> <p>To know how to use the trim trail and outdoor equipment safely.</p> <p>To know how to use scissors effectively to cut in a straight line.</p> <p>To understand the need for safety when tackling new challenges.</p> <p>To know about fire safety.</p> <p>To show confidence and control kicking a ball.</p> <p>To show control and co-ordination when using a fork.</p>	<p>To hold a pencil correctly and form most letters correctly.</p> <p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p> <p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively feeding the paper through hand and following a line.</p> <p>To throw and catch a large ball with some accuracy.</p> <p>To use a range of equipment to move in different ways.</p> <p>To use a knife to cut soft objects.</p>	<p>To hold a pencil correctly and form most letters correctly.</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively to cut around objects.</p> <p>To know how to keep safe when crossing the road.</p> <p>To throw and catch a small ball with some accuracy.</p> <p>To develop balance on equipment and learn how to walk using outdoor stilts.</p> <p>To understand what we need to do to keep our bodies healthy.</p> <p>To use a knife and fork to eat meals.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To know how to use scissors effectively. And cut with accuracy.</p> <p>To play ball games with others successfully throwing and catching or kicking and receiving a ball.</p> <p>To know how to much screen time can be bad for us.</p> <p>To use a range of equipment safely and confidently.</p> <p>To develop sequences of movement to music.</p> <p>To know how to keep teeth health through brushing and a healthy diet.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To know how to handle a range of equipment and tools effectively.</p> <p>To form letters correctly developing a more fluent handwriting style.</p> <p>To know how to use scissors effectively. And cut with accuracy.</p> <p>To play ball games with others and show accuracy with aim.</p> <p>To know about and talk about the ways in which we keep our bodies and mind healthy.</p>	<p><b>Gross Motor Skills.</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills.</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>

## Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG outcomes
<p>To identify initial sounds and sort objects by initial sound.</p> <p>To orally segment and blend simple words.</p> <p>To learn letter sounds and corresponding letter formation.</p> <p>To recognise sounds taught on a sound mat, in books and in the environment.</p> <p>To listen to a range of texts and talk about preferences.</p> <p>To recognise their name and other familiar words such as Mummy and Daddy.</p> <p>To write their name.</p> <p>To form letters taught.</p>	<p>To orally blend and segment words.</p> <p>To write initial sounds for words.</p> <p>To learn letter sounds and corresponding formation.</p> <p>To recognise sounds taught on a sound mat, in books and in the environment.</p> <p>To use phonics knowledge to write letters/groups of letters to represent what they want to write.</p> <p>To listen to stories and recall events talking about characters, settings and events.</p> <p>To recall information from non-fiction texts.</p> <p>To form taught letters correctly.</p>	<p>To know that letters can be written together to form words and to attempt to write words during independent learning.</p> <p>To learn letters and groups of letters that make sounds.</p> <p>To recognise graphemes taught on a sound mat, in books and in the environment.</p> <p>To use phonic knowledge to read CVC words.</p> <p>To use phonic knowledge to write CVC words.</p> <p>To recognise and read taught HFW and tricky words.</p> <p>To describe characters, setting and events in detail.</p> <p>To anticipate events and predict what will happen next.</p> <p>To understand the features of a non-fiction text.</p> <p>To form taught letters correctly.</p>	<p>To develop fluency of grapheme phoneme correspondence.</p> <p>To use phonological knowledge to write CVC and CCVC words.</p> <p>To begin to write short captions using their phonic knowledge.</p> <p>To write the tricky words taught.</p> <p>To read CVC and CCVC words.</p> <p>To read short captions using their phonological knowledge.</p> <p>To read HFW and tricky word taught.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>To demonstrate their understanding of what has been read to them through discussion and retelling stories in their own words.</p> <p>To form taught letters correctly.</p>	<p>To recognise all taught graphemes and say the corresponding phoneme.</p> <p>To write the correct grapheme for the phonemes taught.</p> <p>To write caption and short sentences.</p> <p>To write HFW and tricky words taught.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>To know that sentences can be extended by using a connective.</p> <p>To read simple sentences using phonic knowledge and show understanding of what they have read.</p> <p>To use learnt words and phrases to discuss familiar stories or during role play.</p> <p>To develop a fluent handwriting style forming letters correctly.</p>	<p>To say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>To read simple sentences using their phonological knowledge.</p> <p>To read common exception words.</p> <p>To write simple phrases and sentences that can be read by themselves and others.</p> <p>To spell words unknown words using their phonic knowledge.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>To know that sentences can be extended by using a connective.</p> <p>To demonstrate an understanding of what has been read to them through discussion and role play.</p> <p>To write letters correctly developing a fluent handwriting style.</p>	<p><b>Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><b>Word Reading.</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing.</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
Rocket Phonics Pink	Rocket Phonics Pink/Red	Rocket Phonics- Red	Rocket Phonics Red/Yellow	Rocket Phonics- Yellow	Rocket Phonics- Yellow/Blue	

## Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG outcomes
<p>To count up to 10 objects with 1:1 correspondence.</p> <p>To sort objects looking at patterns and similarities/differences.</p> <p>To compare amounts using more and fewer.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To subitise to 5.</p> <p>To match quantities to a numeral.</p> <p>To compare size, mass and capacity.</p> <p>To explore pattern making simple repeating patterns.</p> <p>To say number names 1-10 in order.</p>	<p>To represent numbers 1, 2 and 3 in different ways.</p> <p>To compare numbers and amounts 1, 2, 3.</p> <p>To know numbers bonds and composition of numbers 1, 2, 3.</p> <p>To represent numbers to 5.</p> <p>To develop understanding of number bonds to 5.</p> <p>To know one more and one less than numbers to 10.</p> <p>To use positional language to describe the position of objects.</p> <p>To recognise, name and describe 2D shapes.</p> <p>To understand different times of the day and measure short periods of time in different ways.</p> <p>To know that patterns are repeated designs.</p>	<p>To explore the composition of numbers to 8.</p> <p>To consolidate learning of number bonds to 5.</p> <p>To make pairs with objects and numbers.</p> <p>To compare mass and capacity and begin to use non-standard measures.</p> <p>To explore length and height and use non-standard measures.</p> <p>To be able to count to 20 independently.</p> <p>To use money during role play activities to buy items.</p> <p>Begin to understand the difference between odd and even.</p>	<p>To use objects to solve addition.</p> <p>To combine two groups and find the total.</p> <p>To read addition calculations.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To use language associated with time (days, months, and seasons).</p> <p>To know how long activities might take.</p> <p>To explore the composition of numbers to 10 and compare numbers.</p> <p>To explore number bonds to 10.</p> <p>To name 3D shapes and talk about their properties (faces, edge and vertices).</p> <p>To create, describe and extend patterns.</p> <p>To share objects between people during play scenarios.</p>	<p>To make numbers beyond ten using tens frames and Numicon.</p> <p>To count beyond 10 and understand the counting pattern.</p> <p>To use knowledge of shapes to manipulate them to make pictures, patterns and designs.</p> <p>To add by counting on using the model first, then, now.</p> <p>To take away by counting back and using the model first, then, now.</p> <p>In provision children will use rules to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To understand and confidently use the words more/fewer to describe groups.</p> <p>To read time to o'clock on an analogue clock.</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>To solve doubling problem using objects.</p> <p>To share out amounts fairly to solve problems.</p> <p>To understand odd and even numbers.</p> <p>To recognise and describe number patterns.</p> <p>In practical activities children understand the concept of halving and two equal groups.</p> <p>To read addition and subtraction calculations.</p> <p>To count to 20 and beyond.</p>	<p><b>Number</b> Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns.</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>



## Understanding the world

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG outcomes
<p>To be able to identify similarities and differences between themselves and peers.</p> <p>To make self-portraits.</p> <p>To know about family structures and be able to talk about who is part of their family.</p> <p>To talk about how they have changed since they were a baby.</p> <p>To know about different house and how these differ around the world.</p> <p>To know that there are many countries around the world.</p> <p>To know that people in other countries may speak different languages.</p> <p>To talk about the changes they observe in their environment - Seasons link.</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.</p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians.</p> <p>To make Rangoli patterns on the computer.</p> <p>To talk about how Hindus celebrate Diwali.</p> <p>To know that people around the world have different religions.</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali.</p> <p>To know that the emergency services exist and what they do.</p>	<p>To describe and talk about the weather and seasonal changes in our local area.</p> <p>To understand different parts of the world have contrasting temperatures and weathers.</p> <p>To understand and talk about environments that are different to their own.</p> <p>To know that some materials melt.</p> <p>To talk about and sequence the melting and freezing process.</p> <p>To identify familiar places on a map.</p> <p>To categorise animals and understand how animals are adapted to certain environments.</p> <p>To know that some animals are nocturnal.</p> <p>To know that animals migrate.</p> <p>To compare and contrast locations.</p>	<p>To know and talk about their place in history.</p> <p>To sequence events in time order.</p> <p>To know that the dinosaurs lived a long time ago.</p> <p>To talk about significant historical events.</p> <p>To use their senses to explore artefacts.</p> <p>To talk about significant figures from the past.</p> <p>To comment on images of familiar situations.</p> <p>To know that some animals are herbivores, carnivores and omnivores.</p>	<p>To be able to name and identify common creatures.</p> <p>To complete a mini-beast hunt.</p> <p>To talk about the features of different creatures.</p> <p>To know that living beings follow a similar growth pattern and make comparisons.</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.</p> <p>Talk about the life cycle of a plant and animals.</p> <p>Make comparisons between habitats</p> <p>Make own habitats using a range of resources.</p> <p>To use senses to explore the world around them.</p> <p>To talk about the importance of bees.</p>	<p>To be able to categorise animals by their characteristics.</p> <p>To know the habitats of a range of different animals.</p> <p>To understand that we can't always see all animals in the world and understand the importance of zoos and aquariums.</p> <p>To talk about the ecological concerns for our oceans.</p> <p>To talk about ways in which we can reduce pollutions.</p> <p>To begin understand the importance of looking after our environment and all living things' and where we can collect natural resources from.</p> <p>To compare and contrast locations looking at temperature and animals that inhabit each country.</p> <p>To talk about the features of a coastal environment.</p> <p>To name creatures found in oceans.</p> <p>To use a search engine to find out information.</p>	<p><b>Past and Present.</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities.</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been reading in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<b>RE</b>						
Rochdale RE Scheme of Work Unit F2: Which people are special and why?	Rochdale RE Scheme of Work Unit F4: What times are special and why?	Rochdale RE Scheme of Work Unit F1- Which stories are special and why?	Rochdale RE Scheme of Work Unit F3: What places are special and why?	Rochdale RE Scheme of Work Unit F6: What is special about our world?	Rochdale RE Scheme of Work Unit F5: Where do we belong?	

## Expressive Art and Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG outcomes
<p>To remember the words to a range of songs.</p> <p>To give meaning to the marks that are made.</p> <p>To learn a range of songs from around the world.</p> <p>To know that people from different countries may have different traditions.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p> <p>To watch a dance performance and express their views and feelings.</p> <p>To explore colour mixing.</p>	<p>To design different patterns.</p> <p>To use role play to act out familiar events and stories.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p> <p>To learn how to play each instrument correctly.</p> <p>To learn and perform songs for the Christmas nativity.</p> <p>To make up actions and movements to go alongside music.</p>	<p>To explore and recreate famous Art.</p> <p>To draw a range of objects.</p> <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>To understand that pictures can be created by making observations or by using imagination.</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p> <p>To make up simple rhythms using a range of different instruments.</p> <p>To mix colours to create different shades of the same colour.</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>To use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p> <p>To use a range of different painting media and explore the effects of each.</p> <p>To sing and perform known songs.</p> <p>To develop storylines into their pretend play.</p> <p>To listen to contrasting pieces of music and express their opinions.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>To know the different uses and purposes of a range of media and materials.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p> <p>To share creations and explain the processes they followed when making.</p> <p>To invent their own narratives during pretend play.</p> <p>To perform songs, rhymes and poems to others.</p> <p>To create movement in response to music.</p>	<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>To talk about and explain to others the processes to make different creations.</p> <p>Make their own props to support role play.</p> <p>To develop own narratives during pretend play that show clear structure and development.</p> <p>To perform to an audience with a range of means including dance, drama, music and song.</p>	<p><b>Creating with Materials.</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>