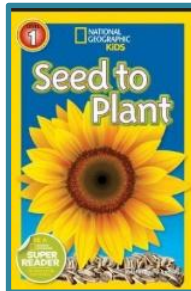
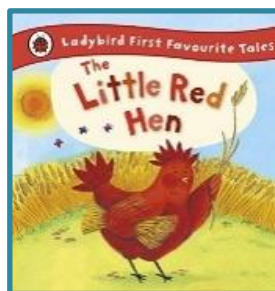
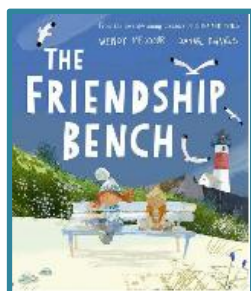


Chapelford Primary School

Reception Curriculum



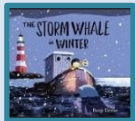
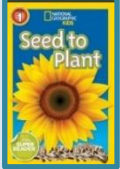
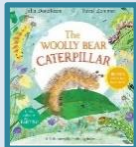
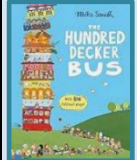
A sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

Early Years at Chapelford Primary School – Intent, Implementation & Impact

Children are powerful learners – Development Matters, September 2023

1. **Transition procedures into school** are carefully designed and tailored to meet the unique needs of each child and their family, ensuring they feel supported and fully prepared for the start of the Reception year. Building strong, trusting relationships from the outset, along with gaining a deep understanding of each child's individual starting points, are key priorities, to provide a solid foundation for future learning and development.
2. A bespoke **curriculum** meets the individual needs, interests, and developmental stages of children within each cohort, ensuring a personalised and meaningful learning experience. It is flexible, adaptable, and responsive, built upon a deep understanding of individual backgrounds, learning styles, and cultural contexts. At its heart, carefully selected quality texts to support all children develop a love of books, provide a sharp focus on vocabulary and language development, and facilitate broad, balanced experiences across all areas of learning. An emphasis on hands-on, play-based learning fosters creativity, curiosity, and critical thinking while maintaining a strong focus on foundational learning in Communication & Language, Executive Function, Reading, Writing, and Mathematics. Through careful observation and engagement, practitioners reflect on and shape learning to ensure it remains relevant, challenging, and engaging, while also supporting individual journeys of growth. Working in partnership with the local pre-school, subject leaders and practitioners across the team, learning is carefully sequenced into KS1.
3. The **daily routine** is thoughtfully designed to offer a well-rounded and enriching learning experience for every child. It includes -
 - teaching entitlements across all areas of learning
 - indoor and outdoor learning
 - a balance of adult-led and child-initiated learning across all areas, with a clear flow of high-value learning objectives to guide progress
 - narrowing the attainment gap activities for identified children
 - opportunity for collaborative learning and teamwork.
4. A thoughtfully designed **learning environment**, both indoors and outdoors, creates a space where children feel secure, can self-regulate and are inspired to learn. Every area is intentionally welcoming, calming, stimulating, and purposeful, offering a balanced atmosphere that encourages exploration and growth. Through continuous provision and well-planned enhancements, children can practice, consolidate, and expand their knowledge and skills. These enhancements include learning scaffolds and creative stimuli that promote curiosity and innovation. The environment is designed to engage children with their surroundings, foster collaboration with peers, problem-solve, and encourage the discovery of new ideas, all while supporting their development in a nurturing setting.
5. A team of **knowledgeable and experienced practitioners** who are skilled, reflective, and deeply committed will support each child's development and well-being. With a clear understanding of child development, they identify and respond to individual needs, interests, and learning styles, using observation and assessment to inform practice. Through carefully planned deployment across provision and meaningful interactions, they extend thinking, encourage curiosity, promote independence and support children to apply key skills. Ongoing reflection continuously develops practice, ensuring the highest quality of care and education for all children.
6. Historical data consistently shows that the majority of children leave Reception fully prepared for the **transition into Key Stage 1**. They exhibit independence and confidence, manage their emotions effectively, follow rules and expectations, and demonstrate a strong curiosity for learning. Additionally, they achieve the expected skills, knowledge and understanding across all areas of learning, ensuring a solid foundation for their continued development.

Intent: ☐ Implementation: ☐ Impact:

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	All About Me	Autumn / The Woodland	Animals in Cold Countries The wider world	Animals in Hot Countries The wider world	Lifecycles	Journeys
Key Texts See linked medium term plans: ☐ small steps in learning ☐ weekly literacy plans with adapted teaching and learning guidance ☐ adult-led and continuous provision linked learning across all areas of the curriculum.	 	 	 	 	 	 
Seasonal Theme / Events	Harvest – Pumpkins	Bonfire Night / Halloween Diwali / Christmas	Luna New Year / Pancake Day	World Book Day / Springtime / Eid / Easter	Summertime – Caterpillars / Flowers / Planting	
Linked texts Fiction Non-fiction Traditional tales Diversity / Inclusion	10 dogs – Emily Gravette - Hello, Friend! – R Cobb - My Body – Jill McDonald - Different Families – M Higgins - Who Are You? – S Halls - The Elves and the Shoemaker - Gingerbread Man - Happy in our skin – Fran Manushkin - My Hair – Hannah Lee - The Colour Monster – Anna Llenas	- Hattie Peck - Emma Levey - Farmer Duck – M Waddell - Pumpkin Soup – H Cooper - Shelley Hen Lays Eggs – Deborah Chancellor - From the Garden – A Counting Book About Growing Food – M Dahl - Little Red Riding Hood - Three Little Pigs - The Enormous Turnip - The Best Diwali Ever – Sonali Shah - The Big Book of Festivals	- The Snow Thief - Alice Hemming - I Follow the Fox - Rob Bidulph - Baby Polar Bear - Anne Rooney - Who Lives Here? Polar Animals-Deborah Hodg - Storms – K Baker - The Runaway Pancake - Puss in Boots - First festivals Luna New Year – Ladybird - The Great Race – Emily Hiles	- Solomon Crocodile – Catherine Rayner - Jazzy in the Jungle – Lucy Cousins - Chimp and Zee – Laurence Anholt - Lions – National Geographic Kids - Big Cat Babies – Big Cat Collins - Over in the Jungle – Marianne Berkes - Noah's ark - My Most Exciting Eid – Zeba Talkhani - In Every House on Every Street – Jess Hitchman	- Seeds – John Townsend - Lift & Look Fruit & Vegetables – Tracy Cottingham - Things with Wings – Paul Shipton - Extraordinary Gardner – Sam Boughton - Oliver's Vegetables – Vivian French - Christopher's Caterpillars – Charlotte Middleton - Jack and the Beanstalk - Chicken Little - The Ugly Duckling - Odd dog out – Rob Biddulph	- You Can't Take an Elephant on a Bus – PCleveland-Peck - Martha Maps It Out – Leigh Hodgkinson - Queen's Handbag – Steve Antony - I'm the Bus Driver – David Semple - My Big Book of Transport – Moira Butterfield - Look What I Found at the Seaside – Moira Butterfield - King Arthur - Hansel and Gretel - Incredible You – R Brisenden - Super Duper You – SHenn
Author Study	Traditional Tales		Giles Andre	Catherine Rayner	Eric Caryle	Mike Smith / Sarah Robets
Key Poem See linked medium term plans	Oh Dear! Michael Rosen	I'm a Little Snowman - Anon Tune: I'm a Little Teapot		Springtime Anon		Braving the Sea Philip Wadell
Linked rhymes / songs	- Dr Foster - Wee Willie Winkie - My Pett and Me - How Much is that Doggy - Heads Shoulders Knees and Toes - I've Got a Body	- The Farmer is the Den - Old McDonald - Little Red Hen - I am the Baker Man [tune to I am Music Man] - Furry, Furry Squirrel - Autumn Leaves - Autumn Time is Coming	- Have You Ever Seen a Penguin - Polar Bear Polar Bear - What Do You Hear - Twinkl Twinkle Little Star - The Twelve Days of Christmas	- The Animal Fair - The Animals Went in Two by Two - Down in the Jungle - Five Little Monkeys Swinging from a Tree - Look at the Sneaky Crocodile - Yellow Bird	- Mary Mary - Oats and Beans and Barely Grow - Incy Wincy Spider - Ten Fat Peas - One Potato, Two Potato - The Seed Song - The Farmer Plants the Seeds	- Wheels on the bus - Row Row Row Your boat - Down at the Station - A sailor Went to Sea - Zoom Zoom were Going to the Moon 12345 Once I Caught a Fish - Theres a Hole in the Bottom of the Sea

Occupations <i>Through stories / non-fiction books, videos and first hand experiences</i>	- School staff - Photographer / News Reporter – Warrington Guardian] - Paramedics	- Farmer - Baker - School caretaker - Postman / woman - Delivery person - Firefighters – 5th November	- Fishermen - Tradesperson – plumber, joiner, electrician, painter - Zookeeper	- Wildlife explorer - Wildlife photographer - Wild life artist - Dentist - Cook / chef – linked to HC role play	- Gardner - Vet - Revered	- Bus / train inspector - Sailor - Pilot - Astronaut - Policeman / woman - Traffic Warden
Important People [including figures from the past]	Grandparents	- Guy Fawkes - Jesus and Mary	- David Attenborough [brief introduction] - Steve Backshall - Steve Irwin		- Monty Don - Jess French [wildlife expert on minibeasts]	- Tim Peake - King Charles
Role Play Indoors and outdoors Home corner / bike track <i>Planned literacy opportunities [linked to phonics]</i>	- H/C – New baby - Learning Hub - School - B/T – To the café	- H/C – Celebrations - Learning Hub - school - B/T – Post box and deliveries	- H/C – House jobs - Learning Hub – Artist Studio - B/T – Hot Chocolate Drive Through	- H/C – Healthy Living - Learning Hub – Artist Studio - B/T – Car / Bike Wash	- H/C – New pet - Learning Hub – Vets - B/T – Bike hire	- H/C – Holiday time - Learning Hub – Police Station - B/T – Police and traffic wardens
Small World Play linked to themes / author studies & seasons <i>Planned literacy opportunities [linked to phonics]</i>	Classrooms – (i) linked to focus text (ii) Doll's house / school Learning Hub – Traditional Tales [linked to author study]	Classrooms – (i) linked to focus text (ii) Autumn Time Learning Hub – Traditional Tales [linked to author study]	Classrooms – (i) linked to focus text (ii) Wintertime Learning Hub – The Great Storm Whale [linked to author study]	Classrooms – (i) linked to focus text (ii) Rainforest & wild animals Learning Hub – Solomon Crocodile [linked to author study]	Classrooms – (i) linked to focus text (ii) Springtime in the fields Learning Hub – The farm with focus on mother and baby animals	Classrooms – (i) linked to focus text (ii) Summertime in the park / at the beach Learning Hub – Camping
Trips/Visitors Enrichments	Experience: - Starting school new rules and routines - First aid training Visitor: - Head Teacher - New baby - Warrington Guardian - Photographer Trip: - Walk around school grounds	Experience: - Diwali celebration day - School Christmas performances - Bake – bread Visitor: - School caretaker - School cook Videos: - Woodland animals - Animals preparing to hibernate Trip: - Sainsbury's to buy ingredients to make bread - Autumn walk - Walk - post box	Experience: - Luna New Year celebration and dance workshop - Making pancakes for pancake day - Bake – make pancakes Visitor: - Parent to talk about Luna New Year experience Videos: - Penguins / sea creatures - Chester Zoo Live Webcam Trip: - Winter walk – school grounds	Experience: - World book day - Bake – easter cupcake Visitor: - Dentist - Be dog safe Videos: - Wild animals - Chester Zoo Live Webcam Trip: - Chester Zoo	Experience: - Growing seeds - Caterpillars - Eggs - Bake – pizza pinwheel Visitor: - Vet Videos: - Minibeasts and their habitats Trip: - Spring walk – to the park - Minibeast hunt	Experience: - Visits to Year One - Opal lunchtimes - Sports day - Graduation - Bake – pitta bread and dips Video: - Different types of transport - Monterey Live webcam – sealife - Paddington in London with the Queen Visitor: - Police - Firefighters - Nursery children Trip: - Trip on a local bus, meet the bus driver.
Special Events / Celebrations	School Events - European Languages Day - Mini First Aid Training - Mental Health Day - Harvest	School Events - Anti-Bullying Week - Children in Need - Diwali - Christmas - Christmas Disco	School Events Luna New Year	School Events - Be Dog Safe Workshop - National Career Week - World Book Day - RSPCA – Keep Britain Tidy Workshops - Eid	School Events - St George's Day - Revered Rebecca – Easer stories	School Events - Healthy Schools Week - Sport's Day - Meet the New Teacher Day - Summer Disco

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking * *Also see Literacy / Maths / UW & EAD medium term plans for vocabulary development*

Educational Programme: 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.

Autumn **Spring** **Summer**

Learning Priorities: [Linked to Development Matters](#) [also see links to [Reading Comprehension](#)]

VOCABULARY: Learn and use new words through first hand experiences, rhymes, songs, poems, stories and non-fiction books.

Listening, Attention and Understanding

- **Listen carefully** to practitioners / peers and understand why listening is important:
 - One-to-one
 - Small groups activities
 - **Begin to** within whole class inputs } 10 / 15 minutes
- Listen to familiar and **new rhymes, songs and poems**
 - **Begin to** listen to how they sound
- Listen to, **engage and talk about familiar and new stories**
 - Remember much of what happens / order of events
 - Join in with repeated refrains
 - Join in with simple text retelling with actions
- **Begin to** listen to and **enjoy non-fiction books**
- **Understand and follow a two-part instruction:**
 - Linked to daily routine
 - Within a small group activity
 - Within whole class activities / events
- Understand a **range of questions:**
 - 'Who', 'what', 'where' and 'why' questions

Listening, Attention and Understanding

- **Listen carefully** to practitioners, peers and visitors, respond with relevant comments
 - Back-and-forth conversations with familiar people
 - Group and some whole class inputs [15 / 20 minutes]
- Listen to familiar and new **rhymes, songs and poems**
 - Listen to and **begin to** talk about how they sound
 - **Begin to** understand humour
- Listen to, engage and talk about **familiar and new stories**
 - Remember much of what happens
 - Join in with some longer repeated refrains
 - Join in with text retelling with actions, including non-fiction
- Listen to, engage and respond to **non-fiction books**
 - **Begin to** develop familiarity with new knowledge and vocabulary
- **Begin to** understand and follow **an instruction with several parts:**
 - Group and whole class activities / events
 - Some school events
- Understand a **wide range of questions:**
 - Answer 'Who', 'what', 'where' and 'why' questions with relevant comments
 - **Begin to** ask questions to clarify own understanding

Listening, Attention and Understanding

- **Listen attentively** to practitioners, peers and visitors, respond with relevant comments and ask questions
 - Back-and-forth conversations with familiar and new people
 - Whole class inputs / discussions [15 / 20 minutes]
- Listen to familiar and **new rhymes, songs and poems**
 - Listen to and talk about how they sound
 - Understand some humour
- Listen to, engage and talk about **familiar and new stories**
 - Remember much of what happens
 - Join in with text retelling with actions, including non-fiction
- Listen to, engage and respond to **non-fiction books**
 - Develop familiarity with new knowledge and vocabulary
- Understand and follow an **instruction with several parts:**
 - Group and whole class activities / events
 - School events
- Understand a **wide range of questions:**
 - Answer a range of 'Who', 'what', 'where' and 'why' questions with relevant comments
 - Ask questions to clarify own understanding

Speaking

- Use **new vocabulary** throughout the day, in different contexts within 1:1 conversations and small group activities, talk about:
 - Familiar and new experiences / activities / feelings
 - Favourite / new books [fiction and non-fiction]
- **Develop communication:**
 - Use different tenses [correct use of some irregular tenses]
 - Use regular and some irregular plurals correctly
 - **Begin to** use well-formed sentences with a range of sentence starters
 - Join sentences with *and / because / but*
 - **Begin to** describe events in some detail
 - Use some social phrases – *greetings*
 - Start a conversation with an adult / friend
 - Engage in back-and-forth exchanges
- Learn new **rhymes / songs / poems**
 - Join in with actions / props
 - Fill in some missing words
 - Use rhymes and songs in child-initiated learning
- **Begin to use talk to**
 - Organise thinking and activities
 - Work out problems
 - Explain how things work / why things might happen

Speaking

- Use **new vocabulary** throughout the day, in different contexts and within some whole class activities:
 - Talk about new experiences / activities / books
 - **Begin to** participate in discussions, offer own ideas and express feelings
- **Develop communication:**
 - Use well-formed sentences with increased accuracy of tenses and plurals
 - Use a variety of sentence stems
 - Join sentences with *or / so*
 - Describe events in some detail. **Begin to** use some vocabulary of time – *first, then, next*
 - Use some social phrases – *polite requests*
 - Engage in longer back-and-forth conversations
- Learn increasing repertoire of **rhymes / songs / poems**
 - Join in with actions / props
 - Perform in a small group / independently
- **Use talk to**
 - Organise thinking and activities
 - Work out problems
 - Explain how things work / why things might happen

Speaking

- Use **new vocabulary** throughout the day, in different contexts and within some whole class activities:
 - Talk about new experiences / activities / books
 - Participate in discussions, offer own ideas and express feelings
- **Develop communication:**
 - Use well-formed sentences with increased accuracy of tenses, plurals and variety of sentence stems
 - Join sentences with *rather than / as if ...*
 - Describe events in detail using some vocabulary of time – *first, then, next, afterwards*
 - Use some social phrases – empathy and kindness
 - Engage in longer back-and-forth conversations
- **Learn increasing repertoire of rhymes / songs / poems**
 - Join in with actions / props
 - Perform in a small group / independently
- **Use talk to**
 - Organise thinking and activities
 - Work out problems
 - Explain how things work / why things might happen

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships		
Educational Programme: 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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition & Flexibility]</i> - Begin to identify and moderate own feelings socially and emotionally - Think about the feelings and perspectives of others Express and talk about emotions - Develop vocabulary using images / expression / words ... <i>frustrated</i> - Use full sentences ... <i>I feel frustrated because ...</i> - Begin to regulate own behaviour appropriately Manage transitions throughout the day, familiar and new Follow classroom routines and expectations with visual prompts - Begin to understand why rules are important Wait for a turn in small and larger group activities Concentrate on achieving something that is important to them	Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition & Flexibility]</i> Identify and moderate own feelings socially and emotionally - Think about the feelings and perspectives of others Express and talk about emotions, self and others - Extend vocabulary using images / expression / words ... <i>annoyed, proud</i> - Use full sentences ... <i>I feel annoyed because</i> - Begin to regulate own behaviour accordingly in a range of contexts Know the daily routine and learning expectations - Begin to pre-empt what is coming next Wait for a turn in a range of contexts and control immediate impulses Concentrate on achieving a given task	Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition, Flexibility]</i> - Show an understanding of own feelings and those of others - Extend vocabulary using images / expression / words - Talk about feelings & perspectives of others using full sentences - Begin to regulate behaviour accordingly Know the daily routine and learning expectations - Give focused attention and respond appropriately - Pre-empt what is coming next & begin to organise self accordingly - Participate in transition events into KS1
Managing Self <i>[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]</i> - Be independent within self-care routines - Toileting / handwashing / snack time / lunch time - Dress independently for outdoor learning / P.E lessons - Begin to understand and make healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Importance of being active and spending time outdoors - Make independent learning choices indoors and outdoors - Use a familiar resource independently and put it away - Develop confidence to explore new resources and try new activities - Prepare self for a familiar activity - Follow an instruction / adult direction - Engage in sustained learning including weekly challenges - Begin to develop resilience and perseverance in the face of challenge - Begin to review, adapt and correct own mistakes - Follow classroom rules and expectations with visual prompts	Managing Self <i>[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]</i> - Manage own personal hygiene and self-care routines - Understand and begin to talk about healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Having a good sleep routine, including tooth brushing - Not having too much screen time - Importance of being active and spending time outdoors - Make independent learning choices indoors and outdoors - Use a range of familiar and new resources and activities - Access additional resources to extend learning - Engage in purposeful learning, including weekly challenges Continue to develop resilience and perseverance in the face of challenge Begin to review, adapt and correct mistakes independently - Follow classroom rules and expectations with reminders	Managing Self <i>[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]</i> - Understand and talk about healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Having a good sleep routine, including tooth brushing - Not having too much screen time - Importance of being active and spending time outdoors - Know and talk about being a safe pedestrian - Make independent learning choices indoors and outdoors - Engage in purposeful learning, including weekly challenges / adult-initiated activity [introduction of Y1 teaching model] - Show resilience and perseverance in the face of challenge Review, adapt and correct mistakes independently - Follow and explain classroom rules and expectations - Know what is right and wrong and behave accordingly
Building Relationships <i>[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]</i> - See self as a valuable individual within the class - Someone who has needs / interests / strengths - Develop positive relationships with practitioners and peers - Ask practitioner or friend for <i>help</i> when needed - Share achievements with familiar adult / peer - Begin to develop special friendships - Show sensitivity to the needs and feelings of others - Seek help from an adult for a peer who is upset - Know some actions can hurt the feelings of others - Begin to know that everyone has similarities and differences Play with others, partner or small group, indoors / outdoors - Listen and respond to the ideas / wishes and interests of others - Extend and elaborate play ideas With support begin to find solution to rivalries and conflicts - Share resources and turn take with others ... <i>my turn, your turn</i> - Develop appropriate ways to being assertive ... <i>It's my turn now.</i>	Building Relationships <i>[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]</i> - See self as a valuable individual within the class - Describe self, using positive language ... <i>special, proud...</i> - Understand why it is good to belong - Know that everyone has similarities and differences - Why it is good to be different Continue to develop positive relationships with practitioners and peers - Talk about what makes a good friend ... <i>kind, caring, respectful</i> Play with others, partner or small group, indoors / outdoors - Engage in collaborative learning - Set shared goals and begin to adapt as needed - Begin to find solutions to rivalries and conflicts with independence - Share resources and take turns with others - Talk with others to settle a peer conflict / difference of opinion - Develop appropriate ways to being assertive	Building Relationships <i>[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]</i> - See self and others as valuable individuals within the class - Describe self / others using positive language ... - Celebrate similarities and differences - Talk about a friend and what makes them special Continue to develop positive relationships with practitioners and peers Play with others, partner or small group, indoors / outdoors - Engage in collaborative learning - Set shared goals and adapt as needed - Find solutions to rivalries and conflicts with independence - Share resources and take turns with others - Talk with others to settle a peer conflict / difference of opinion - Develop appropriate ways to being assertive

PHYSICAL DEVELOPMENT: □ Gross Motor Skills * Real P.E □ Fine Motor Skills

Educational Programme: 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
▪ Move body & develop core muscle strength: - Explore how each <i>body</i> part can move... <i>shake, roll, stamp, march</i> - Move to the beat of music - Use and remember a simple sequence / pattern of movements related to music / rhythm - Large scale sky / mark-make Beery Shapes □ vertical / horizontal lines □ circles □ horizontal and vertical cross □ square / Rectangle shape □ diagonal lines □ diagonal cross - Put on own coat / apron independently - <i>Begin to</i> achieve a good posture when sitting at a table / on the floor ▪ Travel / climb / balance: - <i>Continue to</i> develop movement skills of walking, running, crawling, rolling, jumping, skipping and hopping - Walk forward / backwards / sidestep [both directions] with fluidity - Learn to gallop and skip leading with either foot - Learn to stop and start - Freeze / hold a pose on one leg with a good stance - <i>Begin to</i> combine different movements together - Complete a low-level obstacle course using balancing skills and different movements to match task - Climb safely with growing independence using alternative feet - <i>Steer</i> bike with control to keep on bike track / avoid obstacles - Anticipate movements, direction and speed to negotiate space ▪ Ball skills / games: - Roll a ball to a partner or target with greater accuracy - Throw / kick in an aimed direction, partner or target - Attempt to catch with open arms - Take part in a simple adult-led, team game and follow the rules - <i>Begin to</i> □ play a familiar game independently □ make up own games ▪ Tools / Resources: - Choose the right resource to carry out a plan - Collaborate with others to <i>carry</i> a larger item	▪ Move body & develop core muscle strength: - <i>Begin to</i> move confidently to the beat of music - <i>Continue to</i> use and remember a simple sequence / pattern of movements related to music / rhythm - <i>Continue to</i> refine large-scale sky / mark making of Beery Shapes and letter formation - Achieve a good posture when sitting at a table or sitting on the floor ▪ Travel / climb / balance: - <i>Continue to</i> develop movement skills and move energetically - Combine different movements with <i>increasing</i> ease and fluency - Confidently freeze / hold a pose on one leg with a good stance - Learn to balance with a partner - Complete a low-level obstacle course using balancing skills and different movements to match task - Ride a balance bike / scooter with confidence around track in right direction - Stop and start at pedestrian crossing / lights / road signs - Travel around roundabout with control - Anticipate movements, direction and speed to negotiate space ▪ Ball skills / games: - React and catch a ball dropped from shoulder height - Sit and roll ball using two hands / one hand - Roll, follow and collect ball - Throw large ball and catch with two hands - Take part in a group game and follow the rules - Play a familiar game independently - Make up own games ▪ Tools / Resources: - Negotiate and collaborate with others to move larger items	▪ Move body & develop core muscle strength: - Move creativity to the beat of music - <i>Continue to</i> use and remember a simple sequence / pattern of movements related to music / rhythm ▪ Travel / climb / balance: - <i>Continue to</i> develop movement skills and move energetically - walking [forwards / backwards / sideways], running, crawling, rolling, jumping, skipping, hopping, galloping - Learn to jump forwards, backwards and in opposite direction - Balance with □ one hand up and two feet down □ two hands down and one foot up □ hold mini-front support position - Combine different movements with <i>increasing</i> ease and fluency, demonstrating balance and coordination - Complete an obstacle course using balancing skills and different movements to match task - Ride a balance bike / scooter around track skilfully and follow the road signs - Anticipate movements, direction and speed to negotiate space with consideration for safety of self and others. ▪ Ball skills / games: - Roll and chase a ball and collect it in balance position facing the opposite direction - Learn to pass a ball in a small group activity - <i>Begin to</i> bat a ball to a partner / target - Play a familiar game independently and follow the rules - Make up own games and <i>begin to</i> talk about rules
Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Use a wide range of tools safely and with control, such as pencils, paintbrushes and scissors - Use a knife and fork <i>independently</i> ▪ Fine motor strength and manipulation - <i>Continue to</i> engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation e.g. <i>dough disco / finger gym /</i> ▪ Draw / write [linked to Beery Shapes & Teodorescu] - <i>Develop</i> a comfortable pencil grip – tripod grip - Form a circle / cross / square / rectangular shape - <i>Begin to</i> draw simple images / representations	Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Use a wide range of tools with greater control ▪ Fine motor strength and manipulation - <i>Continue to</i> engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation ▪ Draw / write - Draw simple images / representations - <i>Begin to</i> develop the foundations of handwriting styles which is fast, accurate and efficient, consolidating □ Effective pencil grip – tripod grip □ Correct letter formation (see Writing) - <i>Begin to</i> draw simple images / representations with increasing care	Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Confidently use a wide range of tools with greater control ▪ Fine motor strength and manipulation - <i>Continue to</i> engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation ▪ Draw / write - Draw simple images / representations - <i>Continue to</i> develop the foundations of handwriting styles which is fast, accurate and efficient, consolidating □ Effective pencil grip □ Correct letter formation (see Writing) - <i>Begin to</i> show accuracy and care when drawing.

LITERACY: □ Reading - Comprehension □ Reading - Word Reading [RWI phonics] □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters * Also see links to Communication & Language / Physical Development		
Reading: Comprehension / Word Reading - Develop a love of books, fiction and non-fiction - Name favourite book and begin to give reasons why - Participate in daily book vote - Spend time looking at books independently across provision Know how print and books work - Consolidate five concepts about print [print carries meaning / print directionality / word and letter / 1:1 correspondence] - Name parts of a book ... <i>cover, pages, spine, author, illustrator</i> - Develop comprehension skills: - Recall key events in rhymes, poems and stories - Name and begin to talk about characters and setting - Understand and use new vocabulary - Make predictions linked to vocabulary / events - Sequence story events using 3 illustrations... <i>beg / middle / end</i> - Join in with text retelling using some story language - Answer questions with relevant comments Begin to ask questions to further develop understanding - Develop phonological skills: Continue to develop foundational phonological awareness, focus on: □ rhythm & rhyme □ alliteration □ oral blending and segmenting ... <i>blending, segmenting, alliteration</i> - Learn RWI grapheme phoneme correspondence [GPC] for each letter of the alphabet, Set 1 ... <i>phonics, letter, phoneme, grapheme</i> - Develop reading skills linked to phonics programme - Blend sounds to read VC words - Blend sounds to read simple CVC words - Read common exception words – <i>I, to, no, go, the, he, she, me, be, we, so</i> Begin to read some simple sentences with understanding	Reading: Comprehension / Word Reading Continue to develop a love of books, fiction and non-fiction - Name favourite book and give reasons why Begin to find out about non-fiction books and how they work - Name different parts of a book ... <i>contents page, page numbers</i> Begin to know how to use a contents page to find important <i>information / facts</i> - Sort books into fiction and non-fiction ... <i>fiction / non-fiction</i> Begin to talk about the differences between fiction and non-fiction books ... <i>illustrations, photographs, story, facts</i> - Develop comprehension skills: - Talk about key events in rhymes, poems and stories with increasing detail - Describe a character / setting - Understand and use new vocabulary - Make predictions and begin to give reasons - Sequence story events with more than 3 illustrations ... <i>beginning / middle / end</i>. Begin to give reasons for choices. - Join in with text retelling using story language - Answer a range of questions with relevant comments - Ask questions to further develop understanding - Develop phonological skills: Continue to develop foundational phonological skills Begin to learn RWI Set 2, including some digraphs and trigraphs - Develop reading skills linked to phonics programme - Consolidate application of RWI set 1 to read VC and CVC words - Blend sounds to read words with taught digraphs and trigraphs - Read common exception words – <i>love, you, was, they, your, said, of</i> - Read some simple sentences with understanding - Re-read books to build up confidence, fluency and enjoyment	Reading: Comprehension / Word Reading Continue to develop a love of books, fiction and non-fiction Begin to talk about favourite author Know about non-fiction books and how they work - Know how to use a contents page to find important facts - Talk about the differences between fiction and non-fiction books ... <i>illustrations, photographs, story, facts</i> - Develop comprehension skills: - Talk about key events in rhymes, poems and stories with detail - Describe a character / setting - Understand and use new vocabulary - Make predictions and give reasons - Sequence story events with more than 4 illustrations ... <i>beginning / middle / end</i>. Give reasons for choices. - Join in with text retelling using story language - Answer a range of questions with relevant comments - Ask different questions to further develop understanding - Develop phonological skills: Continue to develop foundational phonological skills - Consolidate knowledge of RWI Set 1 & 2 - Develop reading skills linked to phonics programme - Apply phonic knowledge to read words with taught digraphs and trigraphs - Read □ CVCC □ CCVC □ CVC+ □ CCVCC □ CVC [onset words] □ CCVCC+ words - Read common exception words – <i>school, wants, one, by, my</i> - Read some simple sentences with confidence - Re-read books to build up confidence, fluency, understanding and enjoyment Begin to read with some expression / intonation
Writing: Composition and Transcription Write name with correct letter formation Handwriting: Begin to form some lower-case letters correctly Spelling [linked to school's phonics programme] - Orally segment and apply phonic knowledge to spell (i) VC words (ii) Simple CVC words - Spell common exception words ... <i>I, the, no, to, go</i> With support begin to write a three word phrase / sentence □ I am ... □ I can ... □ It is ... - Dictated With support begin to compose } Focus on oral rehearsal - Break down speaking into words - Write left to right Begin to write for a purpose: □ label □ list □ message □ speech bubble With support begin to read back own writing to check it makes sense.	Writing: Composition and Transcription Write name with consistent letter size Handwriting: - Form most lower-case letters correctly and some capital letters Spelling [linked to school's phonics programme] - Spell VC words with confidence - Spell simple CVC words with developing confidence - Spell some CVC words with taught digraphs - Spell common exception words ... <i>he, she, me, we, be, so</i> Begin to write a simple sentence independently □ Go to the ... □ This is a ... □ The ... can ... - Dictated Begin to Compose } Focus on oral rehearsal Begin to use a capital letter, word spaces and full stop. Write for a purpose: □ label □ list □ message □ speech / thought bubble □ instruction □ fact card Begin to read back own writing to make sure it makes sense	Writing: Composition and Transcription Write name with correct ascenders and descenders Handwriting: - Form most lower-case & capital letters correctly Spelling [linked to school's phonics programme] - Spell CVC words with taught digraphs - Spell some words with adjacent consonants - Spell common exception words ... <i>love, you, was, they, your, said</i> Write a simple sentence independently □ Here is a ... □ The ... went to ... □ They can ... - Dictated - Compose } Focus on oral rehearsal - Use a capital letter, word spaces and full stop. Begin to write two short sentences – <i>if appropriate</i> Write for a purpose: □ label □ list □ message □ speech / thought bubble □ instruction □ fact card □ poster Read back own writing to make sure it makes sense

MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: 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.

Autumn

Spring

Summer

Learning Priorities: Links to Development Matters & White Rose Maths

Match, Sort & Compare

- Match objects □ physical to physical □ talk about what is the *same* and *different*
- Match pictures and objects
- Identify a set
- Sort objects by □ colour □ size □ shape
- Explore sorting techniques
- Create sorting rules
- Compare amounts ...*more, fewer, less, same*

Number – cardinality, counting, comparison & composition

- Consolidate counting 1-3
- Find 1,2,3,4,5...*altogether, count, find*
- Subitise 1,2,3,4,5
 - Identify when a set can be subitised / when counting is needed
- Represent 1,2,3,4,5
- Find *one more / one less*
 - Spot smaller number in larger numbers
- Composition of 1,2,3,4,5

Shape, Space & Measure

- Talk about measure, compare
 - Size ... *big, little, large, small, tall, long, short*
 - Mass ... *heavy, light, weigh*
 - Capacity ... *more, less,*
- Explore and create **simple patterns** □ ABAB
- Explore **2D shapes**
 - Recognise, name and describe ...*circle, triangle, straight*
 - Compare circles and triangles *corner, round*
 - Identify and name shapes with 4 sides ... *side, shape, corner, square, rectangle*
 - Combine shapes with 4 sides
 - Begin to** identify circles, triangles, square and rectangle in the environment
- Describe **position** of objects ...*in, on, under, over, beside, between, in front, around, through, behind*
- Understand the difference between **day / night** and different times within the day ... *first, then, after, before, day, night, morning, afternoon, tomorrow*

Number – cardinality, counting, comparison & composition

- Begin to** understand *zero... nothing there, none, all gone*
- Find 0 - 10
- Subitise 0 – 5
 - Identify when a set can be subitised / when counting is needed
- Represent 0 - 8
- Find *one more / one less* to 10
 - Spot smaller number in larger numbers
- Composition of 0,1,2,3,4,5,7,8,9,10
- Make pairs ... *odd, even*
- Find / know a *double* up to 10
- Combine 2 groups ...*altogether*
- Begin to** conceptually subitise up to 10
 - Identify when a set can be subitised / when counting is needed
- Begin to** know number bonds to 10
- Make different arrangements of 10

Shape, Space & Measure

- Talk about **measure**
 - Compare mass *balance scales, heavier, lighter, float, sink*
 - Explore and compare capacity ... *full, empty, shallow, wide*
 - Explore and compare length ... *long/er/est, not long, not short*
 - Explore and compare height ... *tall/er/est, short/er/est*
- Talk about **time** in more detail
 - What happened today? ...*tomorrow, weekend, days of the week*
 - Order and sequence time e.g. baking / preparing snack or 'How many days until...? ...*yesterday, last week, first then after*
- Explore **3D shapes**
 - Recognise, name and describe... *cylinder, cuboid, cube, sphere, cone, square based pyramid, flat, curved, face*
 - Begin to** find 2D shapes within 3D
 - Identify 3D shapes in the environment
- Identify more complex **patterns**
 - ABCABC □ ABCDABCD □ if appropriate AABBAABB
 - Begin to** identify patterns in the environment

Number – cardinality, counting, comparison & composition

- Build numbers beyond ten □ 10-13 □ 14-20
- Continue patterns beyond 10 to 20 i.e. '*ten and how many more..*'
- Beyond 20 □ count verbally □ **begin to** develop familiarity with 2-digit numbers and see patterns within numbers □ use a hundred square and number tracks
- Increase and decrease a quantity by given amounts up to 10 □ *How many are there now? ...first, then, now, add/ed □ Take away/taken How many are left? How many did I take away?*
- Explore sharing, using new vocabulary ... *fair, equal / equally, same amount, share*
- Group objects to divide a set, by placing a certain number of items in each group e.g. *each teddy needs 4 apples*
- Identify if a number is odd or even by sharing objects into two groups ...*odd, even, equal, unequal*
- Double numbers up to 10 and automatically recall double facts

Shape, Space & Measure

- Select **2D and 3D shapes** for a purpose
 - Use shape names and talk about properties
 - Rotate and recognise shapes in different positions / orientation
 - Manipulate shapes by moving, turning, rotating and flipping to □ fit into the spaces provided □ copy 2D shape pictures
 - Explain shape arrangements using positional language ...*next to*
 - Compose / decompose shapes
 - Find 2D shapes within 3D shapes in a range of contexts
- Pattern:**
 - Identify units of repeating patterns
 - Create and explore own pattern rules... *What is your rule?*
 - Describe the position of objects in a scene using positional language
 - Give instructions to build, using knowledge of construction and what fits where spatially
- Explore **mapping**
 - Begin to** understand simple maps □ talk about what they can see on a map □ **begin to** represent maps with models □ create own simple map of familiar place / journey
 - Visualise and describe objects / shapes / scenes through different positions ... *next to, above, below*

UNDERSTANDING THE WORLD □ Past and Present [Foundational History]

Educational Programme: 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.

Autumn:

Spring

Summer

Learning Priorities: **Linked to Development Matters**

Past and Present Chronology

The Big Picture of Events Across Time / Sequence / Duration / Sense of Period

- **Begin to** follow a simple **timeline of events**
 - Visual daily routine ...
 - Know the days of the week ...
 - Know different things happen on some days of the week e.g. *P.E*
 - **Begin to** be aware of the months of the year e.g. *birthday month*
 - Events / celebrations across the term ...
 - **Begin to** understand that some events are annual e.g. *birthday*
 - Know there are four seasons and Autumn comes after Summer
 - Understand there is a sequence of events to complete an activity
 - Sequence a familiar story ..

- Understand own **sense of period**
 - Talk about important events in Reception during Autumn Term using timeline / floor books
 - **Begin to** understand and talk about duration

Own life story and family history

- Talk about the lives of the people in own family
 - Know family name [surname]
 - Relationships, who is who [immediate family including grandparents]
 - Sequence three photographs [baby to starting school]
 - Compare baby / school toys. What is the same / different?
 - Know that parents and grandparents were once babies / children
 - Share special events / holidays / celebrations, past and present

Familiar situations / things from the past

- Compare old and new toys? What is the same / different?
- **Begin to** identify and talk about old and new houses

Significance / Historical Enquiry

Figures / Characters, Settings and Events from the Past

- Listen to traditional rhymes and stories
 - Name some traditional characters and roles
 - Talk about characters and setting and **begin to** make comparisons with today e.g. *wearing a nightgown / using a candle*

Past and Present Chronology

The Big Picture of Events Across Time / Sequence / Duration / Sense of Period

- Follow and **begin to** understand a simple **timeline of events**
 - Daily routine ...
 - **Begin to** understand the difference between a day & a week, a week has 7 days...
 - **Begin to** name some months of the year
 - Know some celebrations take place at different times of the year ...
 - Know some celebrations are annual ...
 - Know there are four seasons and Winter comes after Autumn
 - Sequence a familiar story ...
- Understand **period of time**
 - Talk about important events in Reception using timeline / floor books – Autumn & Spring
 - A week, countdown to trip to Chester Zoo
 - **Continue to** understand and talk about duration

Similarities and Differences

Own life story and family history

- Talk about the lives of the people in own family
 - Relationships, who is who [including aunts, uncles, cousins]
 - Special events / holidays / celebrations, past and present
 - Roles in society [jobs / responsibilities]

Familiar situations / things from the past

- Compare old and new fishing boats? What is the same / different?

Significance / Historical Enquiry

Figures / Characters, Settings and Events from the Past

- Listen to traditional rhymes and stories
 - Name some traditional characters and roles
 - Talk about characters and setting and make comparisons with today
- **Begin to** develop a sense of a long time ago e.g. *extinct animals - dinosaurs*

Past and Present Chronology

The Big Picture of Events Across Time / Sequence / Duration / Sense of Period

- Follow, understand and talk about a simple **timeline of events**
 - Daily routine
 - Events that happen on different days of the week
 - Know the difference between a day & a week...
 - Know some special months of the year e.g. September new school year
 - Seasons ... □ Know Spring comes after Winter □ Know the order of the seasons
 - Sequence events in a familiar story
- Understand **period of time**
 - Understand events that are longer than a week - lifecycle of a □ plant □ caterpillar □ chick
 - Recall and talk about important / significant events across the year

Similarities and Differences

Own life story and family history

- Talk about the lives of the people in own family
 - Special events / holidays / celebrations
 - How parents / grandparents travelled when they were younger

Familiar situations / things from the past

- Compare and talk about old and new
 - Types of transport
 - Buildings in Warrington
 - Some significant buildings in London

Significance / Historical Enquiry

Figures / Characters, Settings and Events from the Past

- Listen to traditional rhymes, poems and stories
 - Name some traditional characters and roles
- Talk about characters and setting and make comparisons with today e.g. *Queen of Hearts / Buckingham Palace By A.A. Milne*
- **Begin to** talk about some people from the past e.g. *Queen Elizabeth [linked stories / videos]*
- **Continue to** develop a sense of a long time ago, past, history

UNDERSTANDING THE WORLD □ Technology

Educational Programme: 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.

Autumn	Spring	Summer
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Learning Priorities: Linked to Development Matters

Computer Science –

Where do we find technology?

- Know that technology is used in the **home** and at **school**
- Identify and use technology in the **classroom**
- Be able to **give and receive instructions** – links to CL
- Learn how to **operate** different pieces of technology
 - Turn devices on and off
 - Adjust the volume
- Know the main **parts of a computer** – *screen / keyboard / mouse*
- **Programme a simple device** e.g. robot
- **Begin to** develop an understanding of the importance of limiting screen time
- **Begin to** develop an understanding of the importance of **e-safety**
 - Child friendly sites
 - Ask before tap
 - Passwords

Information Technology

How might we use technology?

- Learn how to use an ipad and different software
 - Access the camera
 - Use a QR code
 - Use a web browser
 - Play a range of games
- **Continue to** develop an understanding of the importance of limiting screen time
- **Continue to** learn about **internet safety** and **begin to** share some rules
 - Image and reputation [sharing photographs]
 - How do you want people to feel about you / your friends?
 - Managing information
 - What do you do if you see something you don't like?
 - Who can you ask for help?]

Digital Literacy

How do we use technology for a purpose?

- Know that technology can be used for different purposes
 - Use technology to record events e.g. lifecycle of a caterpillar
 - Learn to use a keyboard to create labels e.g. labels for lifecycle
 - Programme a bee-bot to complete a simple journey
- **Continue to** learn about **internet safety** and share some rules
 - Health and well-being, monitoring screen time
 - Online relationships
 - Develop an awareness that you can talk to people online.
 - You can keep in contact with people you know who live far away
 - You need to be kind to people ...

UNDERSTANDING THE WORLD □ People, Culture and Communities [Foundational R.E / Human Geography]		
Educational Programme: 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.		
Autumn	Spring	Summer
Learning Priorities:		
My Family & Community Awareness of self and others Continue to develop a positive attitude of self and others: - Talk about things that make them unique - physical attributes, likes / dislikes, interests and things they can do - Compare self with others and begin to understand the importance of similarities and differences My Family and Other Families Begin to develop an understanding of different types of families: - Talk about own family, who is who / what makes them special - Talk about different families, make comparisons, and begin to understand the importance of similarities and differences. Friendship - To develop an appreciation of friendships - Make new friendships Begin to understand what makes a good friend, being kind / helpful Different cultures, communities and special times - To develop an awareness of different traditions / religions - Share an experience of a family celebration - Listen to others as they share their family celebration - Begin to understand that different people / families have some celebrations that are the same / different - Begin to develop an understanding of different religious celebrations and traditions: □ Hinduism – Divali □ Christianity – Christmas story	My Family & Community Awareness of self and others Continue to develop a positive attitude of self and others: - Talk with greater confidence about what makes them unique □ interests □ begin to identify learning strengths e.g. <i>celebrate learning achievements from the start of Reception</i>. Begin to ask one another questions. - Compare self with others and understand the importance of similarities and differences My Family and Other Families Continue to develop an understanding of different types of families - Talk about and listen to shared family events Begin to participate in discussions on similarities and differences of families. Begin to ask questions to develop understanding. Friendship - To know the importance of friendships Continue to develop existing friendships groups - Understand what makes a good friend, being kind / helpful Different cultures, communities and special times Begin to understand and talk about different traditions and religions. Share family events and begin to ask one another questions. Begin to develop an understanding of different religious celebrations / traditions: □ Lunar New Year □ Christianity – (i) Easter Begin to understand that some religions have special stories □ Christianity - Bible stories – (i) Noah and the Ark (ii) Easter □ Lunar New Year: Chinese Zodiac Story □ Islam – Quran	My Family & Community Awareness of self and others Continue to develop a positive attitude of self and others: - Talk confidently about what makes them unique – interests and learning strengths and next steps - Listen to others as they talk about themselves and ask questions to develop further understanding - Compare self with others and understand the importance of similarities and differences My Family and Other Families Continue to develop an understanding of different types of families Continue to talk about and listen to shared family events - Participate in discussions on similarities and differences of families. Ask questions to develop understanding. Friendship - To know the importance of friendships Continue to develop existing friendships groups - Understand and talk about what makes a good friend, sharing, turn taking, being kind / helpful / respecting own likes and interests
Different Occupations Continue to show interest in different occupations and talk about roles and responsibilities - Talk about familiar jobs - parents / family members / neighbours Begin to understand the importance of different jobs and their role in society e.g. <i>Dr, nurse, dentist keeping humans well</i> Location & Place Knowledge / Geographical Skills – skills / field work Local Environment & Beyond - Become familiar with new learning space: □ Name and know the purposes of different spaces in Reception – indoors / outdoors □ Communal school places My new school – □ Find school on an aerial simple map [photograph] □ Talk about school building and the area – local shops / medical centre ... □ Compare school to the one in the story, The Friendship Bench - Know and talk about some the key features of a farm Other Countries - Know that there are different countries in the world. Begin to talk about family / other people who have links to other countries. Find the countries on the globe / map... - Know that some of our food comes from different countries. Find the countries on the globe / map.	Different Occupations Continue to show interest in different occupations and talk about roles and responsibilities Continue to develop an understanding of the importance of different jobs and their role in society e.g. <i>fisherman / farmer providing food to eat / lighthouse keeper keeping sailors safe</i> Location & Place Knowledge / Geographical Skills – skills / field work Local Environment & Beyond Begin to talk about living by the sea * <i>Link to Whitstable, the inspiration for Benji Davies, the author of The Storm Whale books</i> Begin to develop map skills. Use map to decide which animals to visit. - Talk about bus journey to Chester Zoo. Name and talk about key features Other Countries Continue to talk about family / other people who have links to other countries. Find the countries on the globe / map. - Taste and talk about food that comes from different countries – Lunar New Year / pancake toppings. Find the countries on the globe / map. - Talk about hot and cold countries □ Antarctica – cold country □ Africa – hot countries. Find the countries on the globe / map. Begin to talk about what is same / different to the UK. Begin to talk about the key features of the rainforest and how it is the same / different to a woodland in the UK	Different Occupations Continue to show interest in different occupations and talk about roles and responsibilities Continue to develop an understanding of the importance of different jobs and their role in society e.g. <i>police officers and traffic wardens making sure people follow the rules</i> Location & Place Knowledge / Geographical Skills – skills / field work Local Environment & Beyond Where I live: □ Know own address ... □ Begin to understand that friends / people live in different types of houses / homes □ Begin to describe journey to school / park ... □ roads / signs □ type of transport □ key features – buildings - Know and talk about key features of the □ Reception Garden [linked to theme of lifecycles] □ local park □ local bus stop [linked to theme of transport / journeys] □ local town ... □ countryside Begin to complete some simple field work - complete a simple traffic survey... □ name vehicles seen / not seen Gather information from a simple map: □ find places of interest – trip to the park [school, Sainsbury's, medical centre ...] □ draw and label own map Other Countries - Find out where some countries of interest are on the globe / map e.g. America [linked to discussion on school buses / Space Centre] Continue to taste and talk about food that comes from different countries

UNDERSTANDING THE WORLD □ Natural World [Foundational Science / Physical Geography]		
Educational Programme: 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.		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Living Things – Animals (including humans) and plants My Body: - Identify, name and talk about different body parts - Explore how different body parts work - Explore five senses and understand their purpose Begin to understand that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / developing skills Animals: - Find out about domestic & some local animals - □ pet □ farm □ woodland - Name each animal [baby / adult], including some nocturnal - Know that birds have different names – - Understand that each animal grows like a human, baby to adult - Label important features of each animal and know why they are important e.g. <i>beak for digging up worms / wings for flying</i> - Talk about the sounds each animal makes and how they move - Name and talk about different habitats Begin to talk about similarities / differences between animals - Know that it is important to take care of animals – feed and take pet to the vets / feed the garden birds / not touch woodland animals Plants: - Know that there are different types of trees, plants and flowers - Know that indoor plants need to be taken care of – water / sun - Observe and talk about autumn changes Location & Place Knowledge Natural Environments - Explore, take care of and talk about the Reception Growing Area Develop an awareness of different settings through focus texts: □ beach, The Friendship Bench □ countryside / farm, The Little Red Hen □ woodland, The Leaf Thief. Begin to make some comparisons. - Take care of the environment, know the importance of □ putting litter in the bin □ begin to participate in recycling Seasons / Natural Phenomena - Observe, name and talk about different types of weather - Name the four seasons and know autumn comes after summer Begin to associate different weather with the seasons - Autumn, colder weather, rain, strong wind, fog - Observe and begin to understand the impact the weather has on - Trees, plants and flowers - Animals e.g. <i>finding warm places before Winter arrives</i> - Humans e.g. <i>wearing warm and waterproof clothes</i> Materials & Processes Begin to explore different materials using senses, including seasonal - Label and group objects ... - Describe and compare some properties - Talk about likes / dislikes - Learn to use a magnifying glass - Observe food changes during cooking activities – How things work Begin to explore and learn how things can be moved through force, direction and speed –	Living Things – Animals (including humans) and plants My Body: Continue to explore and talk about how different body parts move Continue to understand that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / skills Animals: - Understand what a wild animal is - Find out about different wild animals in the wider world - Name each animal [baby / adult] - Label important features of each animal and know why they are important e.g. xxx - Talk about the sounds each animal makes and how they move - Name and talk about different habitats Begin to talk about similarities / differences between animals - Name and talk about some animals who hibernate and understand why - Talk about how some animals take care of themselves and their young in the wild Begin to understand that animals need to be protected & respected Plants: - Observe and know that trees, plants and flowers will start to grow quickly in the Spring Location & Place Knowledge Natural Environments - Talk about different settings through focus texts: □ the coast, The Storm Whale in Winter / Hello Penguin □ the rainforest, Elephant's Umbrella / Chimpanzees - Take care of the environment - Know the importance of turning off □ lights □ running water Continue to participate in recycling and begin to know why it is important Seasons / Natural Phenomena - Observe and talk about different types of weather in more detail - Name the four seasons and know, spring comes after winter Begin to associate different weather with the seasons - Winter, cold weather, frost, ice, sometimes snow - Spring, warmer weather, showers, light winds, storm [thunder / lightening] - Observe and begin to understand the impact the weather has on - Trees, plants and flowers, new buds in the Spring - Animals, in warmer countries / hibernating for the Winter - Humans e.g. <i>keeping warm inside / eating hot food</i> Begin to understand that in the Winter we have shorter days, less day light Materials & Processes Begin to explore and talk about the changing properties of water □ water [warm / cold] □ ice □ snow ... Begin to explore materials and find some that are waterproof - Observe and talk about food changes – dry to wet [mixing flour with milk] How things work - Know the wind can make things move - Umbrella / kite / litter - Learn how to use the pulley system [over the sandpit]. Move wild animals from one place to another.	Living Things – Animals (including humans) and plants My Body: Continue to explore and talk about how different body parts move - Know that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / skills Animals: Continue to find out about minibeasts - Name different minibeasts - Label important features of each minibeast - Group minibeasts that have wings Begin to develop an understanding of the lifecycle of a caterpillar - Find out about different wild animals in the sea - Name each animal [baby / adult] - Label important features of each animal and how they are used - Talk about the sounds each animal makes and how they move Begin to talk about similarities / differences between animals - Talk about how some animals take care of themselves and their young in the wild Begin to understand that wild animals need to be protected and respected Plants: - Observe and begin to talk about the lifecycle of a seed / plant - Name what a seed needs to grow - Name key parts of a plant - Know that trees, plants and flowers need to be handled with care Location & Place Knowledge Natural Environments - Talk about different settings through focus texts: □ Countryside – Seed to Plant, Woolly Bear Caterpillar □ Town to countryside - The Hundred Decker Bus - Take care of the environment, know the importance of recycling Seasons / Natural Phenomena - Observe and talk about different types of weather in more detail - Name the four seasons and know summer comes after spring Begin to associate different weather with the seasons - Spring, warmer weather, showers, light winds, storms - Summer, hotter weather, less rain, more sunshine - Observe and begin to understand the impact the weather has on - Trees, plants and flowers, lots of growth - Animals explore and play - Humans e.g. being sun safe - <i>wearing sun hat, glasses, sunscreen, drink more water; wear cooler clothes, eating cold food</i> Begin to understand that in the Summer we have longer days, more sun Materials & processes - Explore and talk about mixing some materials with water e.g. sand / soil / clay. Begin to make some predictions. - Explore and talk about materials that float and sink. How things work Continue to explore and learn how things can be moved through force, direction, distance and speed - Know that humans and the weather can make things move e.g. <i>seeds, boats</i>

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials [Foundational Art / Design Technology]

Educational Programme: 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.

Autumn	Spring	Summer
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Learning priorities / outcomes: [Linked to Development Matters](#)

Art & Design

Find out about different artists and their work: □ Oral Keely [printer]

Drawing and painting

- Paint and draw freely
 - Use a variety of mark-makers with increasing control
 - Mark mark / draw on a variety of 2D and 3D surfaces
 - **Begin to** create with purpose and talk about images
- Paint / draw observational pictures
 - Understand that you can draw / paint through careful observation □ self-portrait – looking in a mirror / □ favourite character – illustration □ object – real resource / prop
 - **Begin to** use correct colours, shapes and patterns
 - **Begin to** draw / paint emotions – happy / sad
- Painting
 - Explore and talk about what happens when mixing primary colours to create new colours, secondary colours
 - **Begin to** select a paint brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.

Printing

- Learn to block print with every day and natural objects
- Understand how to print effectively, grip and press.
- **Begin to** make considered patterns / pictures

Collage

- Freely explore and create use a variety of materials, natural / recycled
 - Explore contrasting textures
 - Use scissors with increasing control, including zig-zag
 - Use techniques (e.g. *folding, crunching, crimping tearing and cutting*) to create different effects

Sculpture and Modelling

* Explore and begin to create with purpose. Label and begin to talk about designs.

- Construction – large and small scale
 - Explore and use a range of building resources and kits
 - **Begin to** design and work collaboratively with a partner / in a small group e.g. *make a friendship bench / den / setting*
- Playdough / clay
 - Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (e.g. *sausages, balls, thumb pot*).
 - Use tools appropriately to roll, cut, flatten etc.
 - **Begin to** make simple 3D model – self / pet / character / diva light
- Loose Parts [on different surfaces, including light box]
 - Independently make constructions, using own ideas
 - Show increasing skills with combining, lining up, stacking etc.

Food Activities

- Participate in a small baking activity - make bread / biscuit
 - **Develop an** understanding of safety and hygiene
 - Name utensils, ingredients and processes ...
 - Observe and talk about changes ...
 - Talk about (i) likes / dislikes (ii) healthy / unhealthy food

Art & Design

Find out about different artists and their work: □ Gordon Buchanan [wildlife photographer] □ Ali Khodia – [book illustrator] - Elephant's Umbrella □ Dominique Salm [painter] □ Tanya Russell [wildlife sculpture]

Drawing and painting

- Paint and draw freely
 - Draw / paint with purpose, thinking before starting
- Observational drawings / paintings
 - Use inspiration from wild animal photographers / artists
 - Learn to use new media: □ charcoal □ water colours
 - Use correct colours, shapes and patterns [animals / setting]
 - Continue to explore / represent different emotions
- Painting
 - Make secondary colours and talk about process
 - Select a paint brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.

Printing

- Have own ideas for print making (e.g. *finding own everyday objects*) to experience a variety of shape, texture and pattern.
- Take rubbings from objects - tree bark

Collage

- Learn to use PVA glue
- Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage – *favourite wild animal*
- Make repeating and irregular patterns.
- Learn to weave – large / small scale

Sculpture and Modelling

* Talk about designs. Begin to describe techniques, review and adapt work.

- Construction – large and small scale
 - **Continue to** explore and use a range of building resources & kits
 - **Begin to** extend creativity adding additional resources e.g. *natural*
 - Build with purpose, think before starting.
 - Design / work collaboratively with a partner / in a small group
- Playdough / clay
 - Combine pieces using different techniques, materials and tools to represent a familiar object (e.g. *a wild animal*) and represent the feel of an object (e.g. *spiky, furry, smooth*).
- Loose Parts
 - Build and de-construct loose part models
 - Construct images to represent real life / imaginary objects and experiences.

Food Activities

- Participate in a small baking activity – make pancake / fruit cup cake
 - **Continue to** develop an understanding of safety and hygiene
 - Name utensils, ingredients and processes ...
 - Observe and talk about changes ...
 - Talk about (i) likes / dislikes (ii) healthy / unhealthy food

Art & Design

Find out about different artists and their work: □ Van Gogh [painter] □ Barbara Hepworth [sculptor]

Drawing and painting

- Paint and draw freely
 - Draw / paint with purpose using different techniques
- Observational drawings / paintings
 - Use inspiration from nature
 - Use correct colours, shapes and patterns [plants / vehicles]
- Painting
 - **Continue to** make secondary colours & talk about process
 - Change texture of paint using different materials

Printing

- Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects
- Use irregular and repeating patterns

Collage

- Independently assemble different pieces to create a picture / pattern.
- Use imagination / observation, building on their previous learning, to represent their ideas.
- Learn to use a split pin ... *wheels on a vehicle / leg on a turtle*

Sculpture and Modelling

* Talk about designs. Describe techniques, review and adapt work.

- Construction – large and small scale
 - Confidently use a range of building resources & kits
 - Extend creativity adding decorative features
 - Design / work collaboratively with a partner / in a small group
- Playdough / clay
 - Make models with a purpose and with increasing skill (e.g. *shaping, moulding or combining pieces*) For instance, with a systematic approach - *begin with a body, add a head, legs and a shell to make a turtle*
- Loose Parts
 - Make imaginative structures, using tools with control.
 - Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.

Food Activities

- Participate in a small baking activity – make pizza pinwheel with vegetables / pitta bread with dip
 - **Continue to** develop an understanding of safety and hygiene
 - Name utensils, ingredients and processes
 - Observe and talk about changes ...
 - Talk about (i) likes / dislikes (ii) healthy / unhealthy food

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative □ Music – Chiranga [Foundational Drama / Music]		
Educational Programme: 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.		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters * Charanga Music Programme		
Role Play / Small World Play - Take part in simple pretend / role play with others, imitating real and past experiences, creating stories and roles - Domestic role play [see EY2P booklet] - Au1 – New baby □ Au2 - Celebrations - Linked to the bike track [see EY2P booklet] - Au1 – Visiting the café □ Au2 – Delivery service - Create own stories using a range of small world resources - Begin to retell familiar stories using small world resources, use - Simple story map with some labels - Range of props and resources - Across play - Share ideas and thoughts through talk - Listen to and respond to the ideas of others - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. <i>labels, signs, lists, messages</i> [linked to phonics teaching and learning]	Role Play / Drama ... also see EY2P guidance - Take part in pretend / role play with others, imitating real and past experiences, creating stories and roles - Domestic role play [see EY2P booklet] - Sp1 – Jobs around the house □ Sp2 – Healthy living - Linked to the bike track [see EY2P booklet] - Sp1 – Hot chocolate station □ Sp2 – Bike wash - Create own stories using a range of small world resources, extending and developing ideas and narrative - Continue to retell familiar stories using small world resources, use - Simple story map with some speech / thought bubbles - Range of props and resources - Across play - Share ideas and thoughts through talk - Listen to and respond to the ideas of others - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. <i>labels, signs, lists, messages, speech bubbles</i> [linked to phonics teaching and learning] - Begin to adapt some familiar stories	Role Play / Drama also see EY2P guidance - To take part in simple pretend play, imitating real and past experiences, creating stories and roles - Domestic role play [see EY2P booklet] - Su1 – New pet / vets □ Su2 – Holiday time - Linked to the bike track [see EY2P booklet] - Su1 – Bike hire □ Su2 – Police & traffic wardens - Create own stories using a range of small world resources, extend and develop ideas and narrative - Continue to retell familiar stories using small world resources, use - Simple story map with some simple instructions - Range of props and resources - Across play - Share ideas and thoughts through talk - Listen to and respond to the ideas of others - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. <i>labels, signs, speech / thought bubbles, instructions</i> [linked to phonics teaching and learning] - Begin to invent some new stories
Music & Dance Charanga: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments / Additional school based sequential learning. □ Au1: Me! □ Au2: My Stories - Begin to listen attentively, move to and talk about music, expressing their feelings and responses - How does the music make me feel? ... <i>emotions vocabulary</i> - Begin to watch and talk about dance and performance art - What type of dance/music is it? ... <i>adjectives to describe music, e.g. happy, sad, slow, fast, bouncy</i> - Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer</i> - Sing in a group or on their own ... <i>tune</i> - Engage in circle and partner songs - Begin to make own verse for familiar song - Begin to explore and engage in music making and dance - Wrist bells / Tambourine [untuned percussion] - Invent and dance / play music to show different emotions ... <i>emotions vocabulary (see PSE)</i>	Music & Dance Charanga: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments / Additional school based sequential learning. □ Sp1: Everyone! □ Sp2: Our World - Listen attentively, move to and talk about music, expressing their feelings and responses. - Show <i>rhythm</i> and comparison of different sounds ... <i>beat, pulse, long, short</i> - Watch and talk about dance and performance art, expressing their feelings and responses. - Watch performance from other cultures and compare differences... - Sing in a group or on their own, increasingly matching the <i>pitch</i> and following the <i>melody</i> ... <i>high, low</i> - Begin to join Singing Assembly, led by school Music Lead - Consolidate making own verse for a familiar song. - Sing in a range of well-known nursery rhymes and songs - Explore and engage in music making and dance, performing solo or in groups - Claves [untuned percussion]	Music & Dance Charanga: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments / Additional school based sequential learning. □ Su1: Big Bear Funk □ Su2: Rewind and Replay - Sing a range of well-known nursery rhymes and songs - Independently preform a range of familiar songs and nursery rhymes. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music - Perform confidently solo or in a group - Use a variety of musical instruments correctly and independently ... <i>bells / tambourine / claves,</i> - Improvise with basic musical instruments - Listen attentively, move to and talk about music, expressing their feelings and responses. - Confidently sing a range of well-known nursery rhymes and songs - Join Singing Assembly, led by school Music Lead - Explore and engage in music making and dance - Clockenspiel [introduction – sitting posture / using batons] - Move in time to music

EVALUATION:

AUTUMN TERM:
SPRING TERM:
SUMMER TERM: