























2023-2024	Reception Yearly Curriculum Overview					
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Whole School Subject Focus	PSED	History	Geography	History	Geography	Science
<p>Focus Theme</p>  <p>These themes are broad and are chosen in line with the whole school focus however these may be changed or adapted depending on the interests of each individual cohort.</p>	<p><u>Me and My Community</u></p>  <p>This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p>	<p><u>Once upon a time</u></p>  <p>This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p>	<p><u>Build it up</u></p>  <p>This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.</p>	<p><u>Big Wide World</u></p>  <p>This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>	<p><u>Dangerous Dinosaurs</u></p>  <p>This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p>	<p><u>Creep, Crawl and Wiggle</u></p>  <p>This mini project teaches children about invertebrates that live in their gardens and local environment.</p>
<p>WOW Moments and Enrichments</p> 	<ul style="list-style-type: none"> Local walks Invite in 'people who help us' 	<ul style="list-style-type: none"> A picture of me in the past Artefacts Exploration Grandparents' Day 	<ul style="list-style-type: none"> Local walk Visiting local building site Den building Fairy house building 	<ul style="list-style-type: none"> Bring your own vehicle day Cleethorpes day including train ride and The Jungle Zoo visit 	<ul style="list-style-type: none"> Bring your own vehicle day Cleethorpes day including train ride and The Jungle Zoo visit Museum Visit Dinosaur Visit – Teach Rex 	<ul style="list-style-type: none"> Minibeast workshop Minibeast hotel exploration/creation
<p>Other Themes</p>  <p>Focussing on: each of the seasons and seasonal change; religious festivals; and national days of significance.</p>	<ul style="list-style-type: none"> Autumn Rosh Hashanah European Day of Languages 	<ul style="list-style-type: none"> Halloween Diwali Bonfire Night Remembrance Day Children in Need Road Safety Week Anti-Bullying Advent Christmas 	<ul style="list-style-type: none"> Chinese New Year Valentine's Day Random Acts of Kindness Day Safer Internet Day Children's Mental Health and Wellbeing 	<ul style="list-style-type: none"> African World Heritage Day World Bee Day Space Day Bike Week King's Coronation 	<ul style="list-style-type: none"> African World Heritage Day World Bee Day Space Day Bike Week King's Coronation Spring Pancake Day World Book Day Red Nose Day Mother's Day Easter Science Week 	<ul style="list-style-type: none"> Father's Day Sport's Day Butterfly Awareness World Oceans Day Healthy Eating Week
<p>Personal, Social and Emotional Development</p>	<p><u>Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> Learning our school rules and values Making friends Being able to talk about worries 	<p><u>Similarities and Differences</u></p> <ul style="list-style-type: none"> Caring for others Kindness Being unique Positive relationships Uniqueness 	<p><u>Caring and Responsibility</u></p> <ul style="list-style-type: none"> The people that help us Environmental responsibility Showing sensitivity to others Own and others' feelings Looking after the environment 	<p><u>Healthy Body, Healthy Mind</u></p> <ul style="list-style-type: none"> About our bodies Anatomical names NSPCC Pantosaurus Healthy food choices and trying new foods 	<p><u>Families & Committed Relationships</u></p> <ul style="list-style-type: none"> Our families Different families Kindness towards friends Mother's day Why families are important 	<p><u>Coping with Change</u></p> <ul style="list-style-type: none"> Revisiting our changes since birth Changes through the year Anticipating change Embracing change

 <p>Managing self – Self Regulation.</p>	<ul style="list-style-type: none"> • Basic choice making • Toilet hygiene 	<ul style="list-style-type: none"> • Turn-taking • Independent choice making • Road Safety 		<ul style="list-style-type: none"> • Exercise and its importance 		<ul style="list-style-type: none"> • Transition to Year 1
<h3>Communication and Language</h3>  <p>Key Threads: developing speaking and listening skills through daily story times, High quality interactions, 1:1 back and forth exchange and group discussion, PSHE time, sharing circles, Singing, speech & language interventions.</p>	<ul style="list-style-type: none"> • Listening to a range of key texts including stories, rhymes, poetry and non-fiction • Introduce nursery rhyme/ action song per week • Introduce school vocabulary linked to BLP • Role play & small world provocations that change by weekly • High-quality adult interactions 	<ul style="list-style-type: none"> • Retelling simple stories. • Thinking of questions to ask and beginning to form opinions • Developing new topic vocabulary • Celebrating events such as Bonfire Night and Christmas 	<ul style="list-style-type: none"> • Acting out familiar stories • Using adjectives to describe • Asking questions to develop vocabulary. • Engaging in non-fiction books • Positional Language • Building peer discussion focused on a directed question 	<ul style="list-style-type: none"> • Listen to news reports/video clips about the environment • Asking questions to deepen understanding • Developing vocabulary linked to the natural environment • Engage in peer discussion 	<ul style="list-style-type: none"> • Discussing characters within stories linked to PSED • Answering questions to show understanding with increased confidence • Reading and exploring new text types • Use non-fiction books to find out information • Exploring 'why' questions and forming opinions 	<ul style="list-style-type: none"> • Reading familiar stories. • Recreate characters during role play scenarios • Develop story telling vocabulary such as 'once upon a time.' • Explore alternative versions of traditional tales to develop comparison discussion
<h3>Physical Development</h3>  <p>Fine Motor: A constant array of activities and provocations are offered throughout the year focussing on developing muscles in order to be able to hold a pencil effectively, use small tools and show accuracy and care when drawing and writing.</p>	<p><u>Introduction to PE – Unit 1</u></p> <p>In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p>	<p><u>Fundamentals – Unit 1</u></p> <p>In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	<p><u>Dance – Unit 1</u></p> <p>In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>	<p><u>Gymnastics – Unit 1</u></p> <p>In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	<p><u>Ball Skills – Unit 1</u></p> <p>In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p>	<p><u>Games – Unit 1</u></p> <p>In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>
 <p>Get Set 4 PE. All units focus on: developing overall strength and revising/refining fundamental movement skills; handling equipment effectively; moving confidently in a range of ways; safely negotiating space; showing good control and co-ordination in small and large movements; talking about ways to keep healthy and safe; and knowing the importance for good health and physical exercise.</p>						
<h3>Mathematics</h3>  <p>Key threads: Develop a deep understanding of understanding numbers to 10; Subitising; number bonds; doubling; verbally counting</p>	<p>White Rose Maths</p> <ul style="list-style-type: none"> • Matching and Sorting • Comparing amounts • Comparing size, mass and capacity. • Exploring Pattern • Introducing number one. 	<p>White Rose Maths</p> <ul style="list-style-type: none"> • Representing numbers to 5. • Comparing numbers 1,2,3. • Composition of numbers 1,2,3. • Identifying one more and one less • Exploring 2D shapes.- circles and triangles • Positional Language. 	<p>White Rose Maths</p> <ul style="list-style-type: none"> • Introducing zero. • Comparing numbers to 8. • Composition of numbers to 8. • Comparing mass • Comparing capacity. • Making pairs. • Combining 2 groups. 	<p>White Rose Maths</p> <ul style="list-style-type: none"> • Representing 9 and 10. • Comparing numbers to 10. • Composition of numbers to 10. • Number bonds to 10. • Exploring 3D shapes. • Exploring pattern. 	<p>White Rose Maths</p> <ul style="list-style-type: none"> • Building numbers beyond 10. • Counting patterns beyond 10. • Matching, rotating and manipulating shapes. • Positional language. • Add • Take away 	<p>White Rose Maths</p> <ul style="list-style-type: none"> • Finding patterns. • Doubling. • Sharing and grouping. • Odd and Even. • Positional language and direction.

beyond 20; comparing quantities up to 10; and number patterns.		<ul style="list-style-type: none"> Develop understanding of time. 							
 <p>Alongside WRM, we also use the NCETM Mastering Number programme. This programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p>									
<p>Literacy: Comprehension</p>  <p>Key Threads: retelling stories and narratives using their own words; developing, remembering and using new vocabulary; anticipating key events in stories; accessing a range of fiction, non-fiction, rhymes and poems.</p>	<p><u>Focus Texts:</u></p> <p>Circles all Around Us Lost and Found We're all Wanders</p> <p><u>Topic Enrichment Texts:</u></p> <p>Yeti And The Bird Nadia Shireen</p> <p>Max And Bird Ed Vere</p> <p>Colin And Lee, Carrot And Pea Morag Hood</p> <p>The Bumblebear Nadia Shireen</p> <p>Have You Filled A Bucket Today Carol McCloud</p> <p>Police, Firefighters, Ambulance Crew, Doctors (People Who Help Us: Popcorn) Nancy Dickmann</p>	<p><u>Focus Texts:</u></p> <p>Owl Babies Peace at Last The Gruffalo</p> <p><u>Topic Enrichment Texts:</u></p> <p>The Baby's Catalogue Allan Ahlberg and Janet Ahlberg</p> <p>Mog The Forgetful Cat Judith Kerr</p> <p>My Two Grannies Floella Benjamin</p> <p>Major Glad, Major Dizzy Jan Oke</p> <p>Classic Nursery Rhymes Nicolas Baxter</p> <p>The History Of Toys Deborah Jaffe</p> <p>Clothes Then And Now Richard Northcott</p> <p>Houses Then And Now Rose Goldsmith</p> <p>Lost In A Toy Museum: An Adventure David Lucas</p>	<p><u>Focus Texts:</u></p> <p>Iggy Peck Architect Three Little Pigs What We'll Build</p> <p><u>Topic Enrichment Texts:</u></p> <p>What To Do With A Box Jane Yolen and Chris Sheban</p> <p>The Three Little Wolves And The Big Bad Pig Eugene Trivizas and Helen Oxenbury</p> <p>Spot The Bird On The Building Site Sarah Khan and Joelle Dreidemy</p> <p>A House In The Woods Inga Moore</p> <p>Push! Dig! Scoop!: A Construction Counting Rhyme Rhonda Gowler Greene and Daniel Kirk</p> <p>My First Trucks And Diggers: Lets Get Driving! DK</p>	<p><u>Focus Texts:</u></p> <p>Handa's Surprise The snail and the whale The Train Ride</p> <p><u>Topic Enrichment Texts:</u></p> <p>Our World: A First Book Of Geography Sue Lowell Gallion and Lisk Feng</p> <p>Fatou, Fetch The Water Neil Griffiths and Peggy Collins</p> <p>Don't Spill The Milk! Christopher Corr and Stephen Davies</p> <p>Mama Panya's Pancakes Mary and Rich Chamberlin and Julia Cairns</p> <p>Look Inside: Our World Earth Heroes Emily Bone and Marianna Oklejok</p> <p>Under The Same Sky Britta Teckentrup</p> <p>Penguin On Holiday Salina Yoon</p> <p>How To Count: 1 To 5 In Five Languages Kenard Pak</p>	<p><u>Focus Texts:</u></p> <p>Harry and the Bucketful of Dinosaurs The Dinosaur that Pooped the Planet Dear Dinosaur</p> <p><u>Topic Enrichment Texts:</u></p> <p>Cave Baby Julia Donaldson and Emily Gravett</p> <p>Tyrannosaurus Drip Julia Donaldson and David Roberts</p> <p>Dinosaur Roar! Henrietta Stickland and Paul Stickland</p> <p>Some Dinosaurs Are Small Charlotte Voake</p> <p>Creature Features: Dinosaurs Natasha Durley</p> <p>The ABC Of Dinosaurs Sienna Nightingale</p> <p>The Littlest Dinosaurs Bryce Raffle & Steven Kothlow</p>	<p><u>Focus Texts</u></p> <p>Whose in the Loo Aaargh Spider What the Ladybird Heard The Very Hungry Caterpillar</p> <p><u>Topic Enrichment Texts:</u></p> <p>The Bad-Tempered Ladybird Eric Carle</p> <p>The Crunching Munching Caterpillar Sheridan Cain and Jack Tickle</p> <p>Mad About Minibeasts Giles Andreae and David Wojtowycz</p> <p>Minibeast Bop Tony Mitton and Guy Parker-Rees</p>			
<p>Literacy: Writing</p>  <p>Key Threads: 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>	<p><u>Writing Outcomes</u></p> <p>Mark Making Correct Pencil Grip Name Writing Basic Letter formation</p>	<p><u>Writing Outcomes</u></p> <p>CVC words Spelling words with taught sounds Improved letter formation Verbally constructing lists (adult scribed) Verbally constructing sentences (adult scribed)</p>	<p><u>Writing Outcomes</u></p> <p>Labelling illustrations from a text</p> <p>Creating simple sentences using phase 2 tricky words and phonetically decodable words with taught sounds.</p> <p>Verbally constructing lists (adult scribed) Verbally constructing sentences (adult scribed)</p>	<p><u>Writing Outcomes</u></p> <p>Create simple sentences by promoting the use of supportive tools such as word banks.</p> <p>Increased expectation on the precision of letter formation.</p> <p>Verbally constructing lists (adult scribed) Verbally constructing sentences (adult scribed)</p>	<p><u>Writing Outcomes</u></p> <p>Labelling illustrations and creating captions for key points in the text.</p> <p>Creating simple sentences using phase 2 and 3 tricky words and phonetically decodable words with taught sounds.</p> <p>Verbally constructing lists (adult scribed) Verbally constructing sentences (adult scribed)</p>	<p><u>Writing Outcomes</u></p> <p>Increase the independence level of word and sentence creation by promoting the use of supportive tools such as word banks.</p> <p>Increased expectation on the precision of letter formation.</p> <p>Verbally constructing lists (adult scribed) Verbally constructing sentences (adult scribed)</p>			
Phase 2		Phase 2		Phase 3		Phase 4		Phase 4	

<p>Literacy: Word Reading</p>  <p>Key threads: know and 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>Bug Club Entry Level Assessment & Government Baselines</p> <p>Bug Club Phonics Set 1 – 4 Sounds:</p> <ol style="list-style-type: none"> 1. s, a, t, p 2. i, n, m, d 3. g, o, c, k 4. ck, e, u, r <p>Irregular Word: to</p> <p>Consolidate learning</p> <p>Allocate 'Family Book' and Phase 2 Bug Club Phonics book consistent with stage of learning.</p>	<p>Bug Club Phonics Set 5-8 Sounds:</p> <ol style="list-style-type: none"> 5. h, b, f, ff, l, ll, ss 6. j, v, w, x 7. y, z, zz, qu 8. ch, sh, th, ng <p>Irregular Words: the, no, go, l, into, her</p> <p>Consolidate learning</p> <p>Allocate 'Family Book' and Phase 2 Bug Club Phonics book consistent with stage of learning.</p> <p>End of Phase Assessments.</p>	<p>Bug Club Phonics Set 8- 11 Sounds:</p> <ol style="list-style-type: none"> 9. ai, ee, igh, oa, oo (long, oo (short) 10. ar, or, ur, ow, oi 11. ear, air, ure, er <p>Irregular words: me, be, he, my, by, she, they</p> <p>Consolidate learning</p> <p>Allocate 'Banded Book' and Bug Club Phonics book consistent with stage of learning.</p>	<p>Bug Club Phonics Set 12 Sounds: Adjacent consonants (cvcc, ccvc) Adjacent consonants (ccvc, cccvc, cccvcc)</p> <p>Irregular words: we, are, you, all, was, give, live</p> <p>Consolidate learning</p> <p>Allocate 'Banded Book' and Bug Club Phonics book consistent with stage of learning.</p> <p>End of Phase Assessments.</p>	<p>Bug Club Phonics Revisit Phase 2 and 3 and consolidate</p> <p>Focus on blending</p> <p>Irregular words: said, have, like, so, do, some, come</p> <p>Consolidate learning</p> <p>Allocate 'Banded Book' and Bug Club Phonics book consistent with stage of learning.</p>	<p>Bug Club Phonics Revisit Phase 2 and 3 and consolidate</p> <p>Focus on blending</p> <p>Irregular words: were, there, little, one, when, out, what</p> <p>Consolidate learning</p> <p>Allocate 'Banded Book' and Bug Club Phonics book consistent with stage of learning.</p> <p>End of Phase Assessments.</p>
<p>Understanding the World</p>  <p>Key Threads: Children will develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> • The Natural World: Autumn – Changing Seasons • Our families • Our school community • Our community helpers • Our community • Key worker heroes • Mapping our local environment (human features) • Classroom roles and responsibilities • ICT – using Ipad and QR codes 	<ul style="list-style-type: none"> • The Natural World: Weather • Concept and comparison of the past and present • Memories • School Events • School Building History • Local History • Chronological Order • Days of the Week • 'Antiques' • Technological Advancement 	<ul style="list-style-type: none"> • The Natural World: Winter including Floating and Sinking • Explore locality – walk of the local area identifying some human and physical features in locality • Explore different types of homes – features • Explore how buildings are made – explore the job of an architect and a builder and how they are similar/different • Understand where they live and where there school is – identify village and town names 	<ul style="list-style-type: none"> • The Natural World Spring – Growing and Changing • Journeying - Where have you travelled? • Postcards • Map making • Exploring google Earth • Exploring holiday brochures • Habitats • Other countries • Animals around the world • World Climate • Children around the world • Stories around the world • Food around the world • Buildings around the world • Charles Darwin Exploration • Recycling 	<ul style="list-style-type: none"> • The Natural World: Weather • Prehistoric safari • Dinosaur shadows • Dinosaur island • Characteristics of each dinosaur • Herbivore, carnivore, omnivore • Fossils & Mary Anning • Land and Sea • Volcanoes 	<ul style="list-style-type: none"> • The Natural World Summer – Growing and Changing • Take photos of the natural World • Create careful observational drawings • Recognise and name minibeasts. • Go on a minibeast hunt. • Create minibeasts hotels to encourage more creatures into the setting • Go on nature walks and observe the natural world around them.
<p>Expressive Arts and Design</p>  <p>Key Threads: 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; invent, adapt and recount narratives and stories with peers and their teacher;</p>	<ul style="list-style-type: none"> • All About Me portraits. • Family pictures. • Begin to explore colour mixing. • Joining materials. • Introducing musical instruments. 	<ul style="list-style-type: none"> • Design and construct a peg doll • Famous portrait exploration & peer portrait painting • Perform rhymes whilst exploring archaic language • Explore creating shades of grey linked to old photographs • Explore creating different types of buildings using construction resources 	<ul style="list-style-type: none"> • Making mud bricks! Explore consistency and use of containers. • Building bridges in large and small scale using different materials 	<ul style="list-style-type: none"> • Creating animal masks • Learn song 'Hello to all children of the world' • Aboriginal-style paintings and patterns • Transitional art • Junk model buildings from around the world • Create bug hotels and habitats for school wildlife • Den Building 	<ul style="list-style-type: none"> • Dino Hunt song • Dinosaur painting inspired by the idea that no one knows what colours dinosaurs were • Dinosaur footprint paint trails • Junk modelling dinosaurs • Volcano bridge STEM cup activity • Making Dinosaur egg nests • Mud painting • Salt dough fossils 	<ul style="list-style-type: none"> • Explore colour, pattern and shape to respond to what they have seen in the natural world by using different art materials and techniques (such as chalking and smudging, watercolours or butterfly symmetry painting). • Children choreograph their own 'minibeast bop' dance routine. • Provide modelling materials for children to create their own minibeasts

sing and perform a range of well-known nursery rhymes and songs.						
<p style="text-align: center;">Key Skills</p> 	<p>Gather information Describe simple features that they see in their environment Find out geographical information by talking to people, examining photographs, simple maps and visiting local places</p> <p>Using maps Describe the location of features in their environment using simple prepositional phrases</p> <p>Making maps Draw pictures and write labels to communicate their geographical understanding</p> <p>Locational and Place Knowledge Know that there are other countries in the world Know that they live in a home which is on a street or road in Grimsby Know that Grimsby is a town Know that New Waltham is a village Know that Grimsby is in England</p> <p>Human and physical geography Know, find and name some natural features in their local environment Know, identify and visit some human features/buildings in their local community Know about important members of society such as police officers, nurses or firefighters Know about how other cultures live and draw comparison to their own culture Know about the features of their own immediate environment and how environments might vary from one another</p>	<p>Chronological knowledge and understanding Use every day language related to time. Order and sequence familiar events. Describe many story settings, events and characters. Talk about past and present events in their own lives.</p> <p>Historical terms Extend vocabulary e.g. past, before, present, future.</p> <p>Historical enquiry Be curious about people and show interest in stories. Explain own knowledge and understanding and ask appropriate questions. Know about similarities, differences, patterns and change. Question why things happen and give explanations. Recognise and describe special times or events.</p>	<p>Gather information Describe simple features that they see in their environment Find out geographical information by talking to people, examining photographs, simple maps and visiting local places</p> <p>Using maps Describe the location of features in their environment using simple prepositional phrases</p> <p>Making maps Draw pictures and write labels to communicate their geographical understanding</p> <p>Locational and Place Knowledge Know that there are other countries in the world Know that they live in a home which is on a street or road in Grimsby Know that Grimsby is a town Know that New Waltham is a village Know that Grimsby is in England</p> <p>Human and physical geography Know, find and name some natural features in their local environment Know, identify and visit some human features/buildings in their local community Know about important members of society such as police officers, nurses or firefighters Know about how other cultures live and draw comparison to their own culture Know about the features of their own immediate environment and how environments might vary from one another</p>	<p>Gather information Describe simple features that they see in their environment Find out geographical information by talking to people, examining photographs, simple maps and visiting local places</p> <p>Using maps Describe the location of features in their environment using simple prepositional phrases</p> <p>Making maps Draw pictures and write labels to communicate their geographical understanding</p> <p>Locational and Place Knowledge Know that there are other countries in the world Know that they live in a home which is on a street or road in Grimsby Know that Grimsby is a town Know that New Waltham is a village Know that Grimsby is in England</p> <p>Human and physical geography Know, find and name some natural features in their local environment Know, identify and visit some human features/buildings in their local community Know about important members of society such as police officers, nurses or firefighters Know about how other cultures live and draw comparison to their own culture Know about the features of their own immediate environment and how environments might vary from one another</p>	<p>Chronological knowledge and understanding Use every day language related to time. Order and sequence familiar events. Describe many story settings, events and characters. Talk about past and present events in their own lives.</p> <p>Historical terms Extend vocabulary e.g. past, before, present, future.</p> <p>Historical enquiry Be curious about people and show interest in stories. Explain own knowledge and understanding and ask appropriate questions. Know about similarities, differences, patterns and change. Question why things happen and give explanations. Recognise and describe special times or events.</p>	<p>Scientific Enquiry Use their scientific skills to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.</p> <p>Classifying Understand how to classify minibeasts</p> <p>Collecting and analysing data Knowing which habitats to find minibeasts in Collecting data to determine which habitats are home to the most minibeasts. Analysing the data that they find.</p>

Communication and Language	Personal Social and Emotional Development.	Physical Development.	Literacy	Maths	Understanding of the World	Expressive Arts and Design.
<p>ELG: Listening, Attention and Understanding 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 interactions 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>ELG: Speaking 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>	<p>ELG: Self-Regulation 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>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 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. ELG: Building Relationships</p>	<p>ELG: Gross Motor Skills 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>ELG: Fine Motor Skills 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>	<p>ELG: Comprehension 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>ELG: Word Reading 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>ELG: Writing 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.</p>	<p>ELG: Number 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>ELG: Numerical Patterns 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>	<p>ELG: Past and Present 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>ELG: People, Culture and Communities 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 read 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. ELG: The Natural World</p>	<p>ELG: Creating with Materials 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>ELG: Being Imaginative and Expressive 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>

	<p>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>		<p>Write simple phrases and sentences that can be read by others.</p>		<p>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>	
--	--	--	---	--	---	--