**Millbrook’s Reception Progression of Skills & Curriculum Overview 2023-24**

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| **Area of Learning** | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
| **Other Possible Themes –** some of these might change depending on children’s interests. | Interests discovered through home and pre-school visits, all about me (moved from term 2 to link to Jigsaw), Autumn, harvest, Kandinsky (artist focus),  | Bonfire night, imaginative play, planting for Spring, anti-bullying week, Children in Need, Remembrance, Black History, Hannukah, Christmas, Winter, Diwali | Smed and Smoos, space (this feeds directly into Up, up and away KS1 topic), Chinese New Year, Winter, Looking after our planet - arctic Animals and David Attenborough,  | People Who Help Us, Pancake Day, Easter, healthy eating (Jigsaw), Spring, road safety, transport (initially linked to People Who Help Us), Romanian festival (?) | King’s coronation (week 3), family, - due to coronation - traditional tales, planting for the summer/life cycles of plants, summer, Eid. around the world | Animals, Matisse (artist focus), habitats, buildings, local area, maps, musical instruments,  |
| **Enrichment Activities –** these can chance depending on the cultural capital of the cohort. | Welly WalksSchool LibraryHarvest festivalSupporting cross country Now press play - Autumn | Bonfire nightNativity PerformancePlanting for Spring in EYFS planterChristmas Jumper/Dinner DayVisit to churchHannukah day (?)Start attending celebration assemblyNow press play -ChristmasPresentation by Hindu child on DiwaliDiwali dayAttend Class Assemblies | Ice ExperimentsChinese New Year ParadeStart attending Open the Book assemblies Now press play – winter and space | Visits from emergency services (some parents) and other people who help us Cooking pancakesTrip to Tesco to buy ingredients Easter church service Now press play – People who help us Transport tallies | Growing flowers (sunflowers)Library trip*National Storytelling Week*Watch Gingerbread man – iplayer musicalNow press play Gingerbread man ‘Flying’ to a different country. – we’ll need a book to go with this | Parents in to play different instruments.Cotswold wildlife park – link to maps and animalsLydiard tripChildren bring in pets?Bird watchingNow press play – Goldilocks and the three bears |
| **Key texts –** more focus texts will be added to weekly planning depending on children’s interests.  | **All about me**Grandad camperMaxBooks linked to Jigsaw sessions **Art/Kandinsky**The DotBiography of Kandinsky **Autumn/Harvest**The Leaf Thief (fiction)Leaf man (fiction)Autumn (non-fiction)Tractor Ted in Autumn | **Bonfire night**Poetry (onomatopoeia) – Firework and Pancake poems**Diwali**Binny’s DiwaliNon-fiction Celebrations books**Imaginative play**Not a boxStick man**Christmas**NativityNon-fiction about celebrating Christmas**Winter**Tractor Ted in WinterLots of stories set in winterNon-fiction about celebrating Hannukah (?)**Black History stories**Ready Steady MoAretha FranklinMy Hair – Hannah LeeI am Enough – Grace ByersBooks linked to Jigsaw sessions  | **Smeds and the Smoos/Space**Smeds and the SmoosWhatever NextNon-fiction books about space**Looking after our planet**Biography of Sir David Attenborough (Little People, Big Dreams)Non-fiction books about arctic animalsAtlases (Octonauts – keeping the sea clean)**Lunar New Year**Animal poetry based on which year of the Zodiac – performance poetryThe Great RaceLanterns and firecrackers (fiction)Non fiction books on Chinese New year and China. AtlasesBooks linked to Jigsaw sessions  | **Book week**Book week book**Pancake day**Mama Panya’s pancakesMr Wolf’s Pancakes (Jan Fearnley)Bible stories**People Who Help Us**A Superhero like you – Dr Ranjj Burglar BillFiction and non-fiction emergency service books:Non-fiction books about transport**Spring**Tractor Ted in Spring**Easter**Lion’s BibleBooks linked to Jigsaw sessions  | **Eid**The Most Exciting EidIn my Mosque**Plants**The Tiny SeedWe found a seedThe Enormous Turnip**Traditional tales**Sleeping Beauty The gingerbread man (different versions for comparing)Jack and the Beanstalk (different versions for comparing) **Summer**Tractor Ted in SummerBooks linked to Jigsaw sessions  | **Traditional tales**The Three little pigs (different versions for comparing) Goldilocks and the three bears (different versions for comparing)**Books about houses/homes**A place called home**The map book****Animals**Mad about minibeasts – poemsMatisse’s Magical TrailThe Ugly Five (?)Big Book of Beasts – non fictionLife size baby animals - non fictionThe Tiger Who Came to Tea**Books for comparing our local environment to other countries**Handa’s Surprise Books linked to Jigsaw sessions  |
| **Nursery rhymes/songs** | **Nursery rhymes sung at previous pre-school settings** **Number songs** -5 little men in flying saucer10 green bottles1, 2, 3, 4, 5, once I caught a fish5 current buns10 in the bed**Phonics songs**See Floppy’s Phonics**Harvest**Dingle Dangle Scarecrow (recap from pre-school)The farmer plants the seeds (to the tune of The Farmer’s in his Den).Oats and beans and barley grow.Autumn leaves are falling down. | **Fireworks rhymes** – Twinkl poems Remember, Remember 5th November**Christmas play songs****Christmas songs** –Rudolph the red nosed reindeerWe wish you a merry ChristmasWhen Santa got stuck up the chimneyJingle Bells (Recap from pre-school)Away in a manger  | **Song about caring for our planet** – Save the planet song <https://www.youtube.com/watch?v=lJToF8D9bdU>Save the Earth song<https://www.youtube.com/watch?v=ySmXUfVK2Qg>**Plant songs -**Planting flowers(tune Frere Jacques) – Planting flowers, planting flowers, *(pretend to plant flowers into the ground)*In the ground, in the ground,Water them and they will grow, *(pretend to water plants with a watering can)*Water them and they will grow,All around, all around. | **Transport songs** Row row row your boatRun away train Transportation song Singing Walrus<https://www.youtube.com/watch?v=Ut-HbauKzDw>**Food songs** –Hot potato10 fat sausages Chick chick chick chick chicken(Twinkl have lots too)Banana, banana meatball (go noodle)Milkshake (Koo Koo Kangaroo) | **Traditional tales** Run, run as fast as you can**Songs from a different country** – **France** Frere Jacques<https://www.youtube.com/watch?v=T6nlYiJCfD0>Bonjour mes amis<https://www.youtube.com/watch?v=NXkJ88ygPY0>Alouette, gentille alouette<https://www.youtube.com/watch?v=L_hFw_cWg9U> | **Building**Gonna build a houseWise man built his house upon the sand**Animal songs** Old MacDonald had a farmMary had a little lambLittle Peter rabbitDown in the jungle There’s a worm at the bottom of my garden.The Ants go MarchingWe’re going to the zooAn elephant goes like this and thatAnimal fair**Traditional tales** Goldilocks went to the house of the bears  |
| **Wonder words 2023-2024** | **Artist** **Rustle** | **Whizz** (linked to fireworks)**Tremendous** (linked to fireworks)**Style** (linked to black history month)**Memories****Past****Imagine** (linked to Not a box)**Create** (linked to Not a box)**Beware** (linked to stick man)**Fetch** (linked to stick man)**Worship****Nativity****Diwali** | **Never, crept, wed, marry, clambered, disappeared, suspicious, quest, delighted, fragile** (all linked to the Smeds and the Smoos) **Gravity** and **astronaut** (linked to space)**Clues** (linking to history)**Traditions** (linked to Lunar New Year) | **Crack, whisk, sieve, pour** (all linked to pancake day)**Characters** (linked to World Book week)**Emergency, siren, paramedic**, **sneak, villain, handcuff**, **burn**, **rescue** (linked to People Who Help Us)**Miracle, signal, ashamed** (linked to Easter) | **Festival, beaming, neighbour** (linked to The Most Exciting Eid)**Enormous, suddenly, budge, excited** (linked to The Enormous Turnip)**Pricked, curious, handsome** (linked to Sleeping Beauty)**Frolicked, twirled, scurried, grinned** (all linked to The Gingerbread Man)**Waterproof, absorbed, material** (linked to Science relating to The Gingerbread man)**Marvellous, furious, trembled, crumbled** (linked to Jack and the Beanstalk)**Life-cycle** | **Lumpy, sweet, soft, sticky** (linked to Goldilocks and the Three Bears)**Rocky, shaded, calming** (linked to Lydiard trip)**Stable, evaluate, improve** (linked to buildings and The Three Little Pigs)**Shimmering, beautiful, transforming** (the children chose these from Mad About Minibeasts)**Gallery, collage** (linked to Matisse)**Wild** (linked to animals) |
| **Communication and Language**Communication and Language is developed throughout the year through high quality interactions in play, daily whole-class discussions/inputs, circle times, stories, singing, speech and language interventions and blog/floor book time.When necessary, interventions are used such a Neli.Children with EAL are encouraged to partner with non EAL children (who are on track) to complete some activities.  | ***Listening, Attention and Understanding***Know what makes a good listener and why listening is important. Demonstrate good listening skills.Engage in story times.Act out wonder words.***Speaking***Use language to start conversations with their new peers – e.g. “Hello, my name is…”Begin to talk in full sentences.Sing previously taught nursery rhymes. | ***Listening, Attention and Understanding***Talk about themselves.Understand how and why questions.Know the meaning of some wonder words and taught vocabulary.***Speaking***Children will use new vocabulary throughout the day.Make comments and observations.Sing new songs.Recount poems and rhymes.Know why it is important to ask questions.Use how and why questions. | ***Listening, Attention and Understanding***Ask questions to find out more. E.g. “I wonder…”Listen to texts to build knowledge and vocabulary.***Speaking***Articulate themselves in well-formed sentences using conjunctions and time connectives – e.g. ‘first’, ‘next’, ‘and’, ‘because’....Use some wonder words and taught vocabulary in play.Use a variety of question words to ask questions – who, where, when, what...  | ***Listening, Attention and Understanding***Explain how things work and why things might happen.***Speaking***Ask questions to form a deeper understanding.Describe events in detail using taught vocabulary from non-fiction texts.Use talk to organise thinking.Use some wonder words and taught vocabulary in discussions. | ***Listening, Attention and Understanding***Children will be able to understand a question such as who, what, where, when, why and how.Use wonder words and taught vocabulary in story-telling.Describe features of traditional stories.***Speaking***Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.Begin to use comparative language to talk about similarities and difference in stories, people, objects, places and events.Retell stories – some using repetition from the text and some in their own words. | ***Listening, Attention and Understanding***Listen attentively in a variety of situations.Follow several instructions, ideas or actions.***Speaking***Children will use talk in sentences using a range of tenses.Hold and back and forth conversation with teachers and their peers.Speak in full sentences using a range of tenses correctly.Use wonder words and taught vocabulary in different contexts. |
| ***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.***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. |
| **Personal, Social and Emotional Development**Children develop their personal, social and emotional skills throughout the year through Jigsaw sessions, circle times (when the need arises), social stories (for some children), pastoral support (for some children), diversity stories… etc. | Jigsaw - Being Me in My World – see Jigsaw planning for skills. | Jigsaw - Celebrating Difference– see Jigsaw planning for skills. | Jigsaw - Dreams and Goals– see Jigsaw planning for skills. | Jigsaw - Healthy Me– see Jigsaw planning for skills. | Jigsaw - Relationships– see Jigsaw planning for skills. | Jigsaw - Changing Me– see Jigsaw planning for skills. |
| ***Self-regulation***follow one step instructions.Recognise different emotions.Focus during short whole class activities.Use words (or a kind action) to solve problems – e.g. Say ‘stop I don’t like it’ or telling an adult.***Managing Self***Know the class behaviour system.Know some of the purple promises and understand why we have them.Know how and why we wash our hands before eating and after using the toilet**.** Learn to wash their hands independently.Choose activities independently.Use the toilet independently.***Building Relationships***See themselves as valuable individuals.Demonstrate friendly behaviour towards their peers.Seek support from adults and know who to go to ask for help. | ***Self-regulation***Follow two-step instructionsTalk about how they are feeling and to consider others’ feelings.***Managing Self***Join in with whole group activities.***Building Relationships***Begin to develop friendships.Know what make a good friendGain confidence to speak to peers and adultsBegin to share.Know how to give and receive compliments.Know how to help someone if they’re being bullied.Accept that everyone is different.. | ***Self-regulation***Children will be able to focus during longer whole class lessons.***Managing Self***Begin to show resilience and perseverance in the face of a challenge and stay motivated. Begin to manage conflicts through compromise and sharing.Discuss their strengths and areas for improvement.Choose resources and carry out chosen activity, have a clear plan about their play.***Building Relationships***Be able to use taught strategies to support in turn taking.Build constructive and respectful relationships.Identify ways of being helpful to others and how this will make them feel.Work with others to help them achieve their goals. | ***Self-regulation***Identify and moderate their own feelings socially and emotionally.***Managing Self***Develop independence when dressing and undressing. E.g. Puts on and do up their own coat.Understand the importance of healthy food choices.Know how to keep myself self in different situations.***Building Relationships***Listen to the ideas of other children and agree on a solution and compromise. | ***Self-regulation***Control their emotions using a range of techniques – e.g. calm time.***Managing Self***Manage their own basic needs independently.Learn to dress themselves independently.Know how to stop feeling lonely.***Building Relationships***Learn to work as a group.Think about the perspectives of others.Know about different families and talk about their own. | ***Self-regulation***Follow instructions of three steps or more.Talk about emotions regarding moving to Year 1.***Managing Self***Show a ‘can do’ attitude.Show resilience and perseverance in the face of challenge.Name body parts.***Building Relationships***Have the confidence to communicate with adults around the school.Play cooperatively and take turns with peers, most of the time.Manage their own needs and feelings whilst considering the feelings of others.**Children begin to be given a challenge to independently complete each week. Build up to two a week.** |
| ***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.***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.***Building Relationships:*** 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. |
| Physical DevelopmentChildren improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), Squiggle while we Wiggle, Dough gym, dough disco, wake and shake and funky fingers, loose parts, mark making, construction, drawing, writing, playdough…etc. They also have access to bikes, climbing apparatus and sports equipment outside. All children attend a weekly welly walk in the woods. Children take part in a weekly PE session. | **PE lesson -** **Get set 4 PE - Get set 4 PE Introduction to PE unit 1**  | **PE lesson –** **Get set 4 PE –** **Fundamentals unit 2** | **PE lesson – Get set 4 PE – Dance (unit 1)** | **PE lesson – Get set 4 PE Ball skills (unit 1)** | **PE lesson – Get set for PE – Games unit 1****Athletics- sports day prep** | **PE lesson – Get set 4 PE – Games unit 2** |
| Squiggle while we Wiggle:Using flipper flappers and crayons on paper:up and downside to sidea wiggle and a wigglecircles, circles and squircles (linked to Kandinsky week)Name writing and pencil grip assessment opportunity. | Squiggle while we Wiggle:Using flipper flappers and crayons on paper:Arches and archesin and outreverse and turnlay down straightstraight, straight linesName writing and pencil grip assessment opportunity.Use scissors effectively to cut straight lines.Dough Disco – small groups developing hand strength Wake and Shake – whole class working on shoulder and arm strength daily using the flappers | Funky Fingers and Dough gym carousel:Correctly form most ladder letters and one-armed robot letters.Use scissors effectively to cut curved lines.Use a knife (and hand to hold object) to cut fruit and vegetables.Wake and Shake – whole class working on shoulder and arm strength daily using the flappersLetter Formation on whiteboards (ladder and one-armed robot letters)Week 1 - l iWeek 2 - t uWeek 3 - j y kWeek 4 – r bWeek 5 - n pWeek 6 - h mName writing and pencil grip assessment opportunity. | Funky Fingers and Dough gym carousel:Correctly form curly caterpillar letters and zig-zag letters.Use scissors effectively to cut around a variety of shapes.Use a fork to hold objects down when cutting them.Letter Formation on whiteboard (curly caterpillar and zig-zag letters:Week 1 - c aWeek 2 - o d, qWeek 3 - g eWeek 4 - s fWeek 5 - v wWeek 6 - x zName writing and pencil grip assessment opportunity. | Funky Fingers and Dough gym carousel:Begin to distinguish between letter size (ascenders and descenders)Begin to keep letters on a line.Hold scissors correctly to cut around a variety of small shapes.Use a knife to slide objects onto a forkLetter Formation in books (real focus on letter size):Week 1 - l iWeek 2 - t uWeek 3 - j y kWeek 4 – r bWeek 5 - n pWeek 6 - h m Letter formation – capital letters:Week 1 – A, BWeek 2 – C, DWeek 3 – E, FWeek 4 – G, HWeek 5 – I, JWeek 6 – K, LName writing and pencil grip assessment opportunity.. | Funky Fingers and Dough gym carousel:Correctly form capital letters.Use a tripod grip.Form most letters correctly.Keep letters on a line.Use a knife a fork to eat independently.Letter Formation in books (real focus on letter size) :Week 1 - c aWeek 2 - o d fWeek 3 - g eWeek 4 - s qWeek 5 - v wWeek 6 - x zWeek 7 – recap letters chn are finding difficultLetter formation – capital letters:Week 1 – M, NWeek 2 – O, PWeek 3 – Q, RWeek 4 – S, TWeek 5 – U, VWeek 6 – W, XWeek 7 – Y, ZName writing and pencil grip assessment opportunity. |
| ***Gross Motor***Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.Use paint brushes to create large shapes using paint and water.**Get set for PE skills -** Physical: run, jump, hop, skip, balance, crawlEmotional – independence, perseverance, confidence Social: share, communication, work safely, co-operation, leadershipThinking: select and apply actions, comprehension, reflection, make decisions | ***Gross Motor***Get set for PE skills - Physical: run, jump, hop, balance, change direction, travelEmotional – perseverance, honesty, determination, confidence, acceptance Social: work safely, collaboration, share and take turns, support othersThinking: comprehension, creativity, select and apply, exploration | ***Gross Motor***Get set for PE skills - Physical: actions dynamics, spaceEmotional – independence, confidence Social: work safely, collaboration, respectThinking: exploration, creativity, select and apply actions, recall, provide feedback | ***Gross Motor***Get set for PE skills - Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kickEmotional – perseverance, independence, honestySocial: work safely, collaboration, cooperation, support othersThinking: comprehension, use tactics  | ***Gross Motor***Get set for PE skills - gamesPhysical: run, balance, change direction, throw, catch Emotional – confidence, determination, honesty, managing emotions Social: work safely, communication, cooperationThinking: comprehension, decision making Athletics – Begin with foot behind the line. Run in a straight line.Keep eyes looking ahead. | ***Gross Motor***Get set for PE skills - Physical: run, change direction, throw, catch, strike Emotional – perseverance, determination, honesty, manage emotions Social: communication, help others, respect, take turns, cooperation Thinking: comprehension, decision making, select and apply, reflection  |
| ***Fine Motor***Know which hand feels most comfortable to write with and touse this dominant hand.Trace patterns using a range of resources.Begin to form recognisable letters.Use pegs and tweezers and other objects using the pincer grip. | ***Fine Motor***Begin to accurately draw/paint/chalk lines, circles and shapes to create patterns and pictures.Use a hammer effectively (e.g. tap tap/golf tees into foam)Begin to effectively use scissors that match their pencil grip.Begin to use a tripod grip when using mark making tools.Draw a self portrait looking for facial details such as eyes, nose…etc | ***Fine Motor***See Funky Fingers and Dough gym carousel above. | ***Fine Motor***See Funky Fingers and Dough gym carousel above. | ***Fine Motor***See Funky Fingers and Dough gym carousel above.Draw plants from observations, looking closely for colour, shape, size and basic proportions. | ***Fine Motor***See Funky Fingers and Dough gym carousel above.Draw plants from observations looking closely for colour, shape, size and basic proportions. |
| ***ELG******Gross Motor:***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.***Fine Motor:***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. |
| **Literacy –** children are encouraged to read and write in all areas of continuous provision. When putting out enhancements, texts are often used to support these. Children also have access to a writing area with lots of different resources to use to write with and on, including wooden logs, whiteboards, paper, mirrors, pens, pencils, gel pens, crayons…etc.  | ***Comprehension***Independently look at a book, hold it the correct way and turn pages.Choose books based on interests.Listen to familiar stories and recall some events and/or facts.Have an understanding of rhyme***Word Reading***Children orally blend sounds together to say words.Children will begin to blend to read words in Phonic sessions.Retell a story/recall facts using the pictures (stage 1 books sent home).***Writing***Children will orally segment.Children will write their name.Children will give meanings to the marks they make.Write the initial phoneme of a word independently. **Children record a piece of writing in their yellow book – photos.** | ***Comprehension***Children will engage and enjoy an increasing range of books.Perform a simple poem.Begin to infer based on pictures – weather, time of day, emotions.Continue a rhyming string.Begin to retell a story using pictures and prompts.***Word Reading***Read simple captions and sentences made up of taught GPCs in Phonics and reading books (level 1+ sent home once all GPCs have been taught).***Writing***Hear and record initial phonemes and some medial/final phonemes in words – in group tasks.Work collaboratively to create a sound poem.**Children record a piece of writing in their yellow book.** | ***Comprehension***Listens to stories and begin to anticipate what may happen next.Spot/notice Wonder Words in texts.Talk about words they like.***Word Reading***Children will recognise taught digraphs in words.Read simple sentences and captions including some set 2 GPCs in Phonics and all set 1 GPCs in reading books.Level 2 Reading books to be given out (once all GPCs have been taught) if secure in Phonic knowledge.***Writing***Hear and record initial phonemes and some medial/final phonemes in words – in play.Begin to use a full-stop at the end of a sentence in group sessions.Begin to use finger spaces in group sessions.Use everyday literacy in play such as writing envelopes, cards, lists, invitations and labels.**Children record a piece of writing in a class book for the book area.** | ***Comprehension***Children will be able to talk about the characters in the books they are reading Identify words that could be wonder words and use these in play.Talk about features of non-fiction texts.***Word Reading***Children read with increasing independence.***Writing***Begin to use a capital letter at the beginning of a sentence.Use finger spaces more consistently and independently. Use Wonder Words in their shared writing.**Children record a piece of writing in an individual yellow writing book.** | ***Comprehension***Children will retell a story using vocabulary influenced by their book.***Word Reading***Level 3 Reading books to be given out (once all GPCs have been taught) if secure in Phonic knowledge.***Writing***Think of and write a short, simple sentence with some support.Begin to re-read what they’ve written to make sure that it makes sense.Begin to use Wonder Words in their own writing.Write letters within the lines and begin to consider letter size.**Children record a pieces of writing in an individual yellow writing book.** | ***Comprehension***Children will be able to answer questions about what they have read/heard and talk about the meaning of words.***Word Reading***Children will read books matched to their phonics ability with increasing expression, noticing punctuation such as ? and !.***Writing***Write simple phrases and sentences using recognisable letters and sounds.Often independently use a capital letter at the beginning of a sentence.Often independently use a full-stop at the end of a sentence.Use taught wonder words and vocabulary in independent writing.Write some letters on the line and begin to consider letter size – understanding the language ascender and descender. .**Children record a pieces of writing in an individual yellow writing book.** |
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| **Floppy’s Phonics** | Phase 1 until full time (induction period). Orally blend and segment words.Level 1+ GPCs - S, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, rRead and write CVC words and read Level 1+ helpful/tricky words. | Finish set 1+ - h, b, f, ff, l, ll, le, ssLevel 2 - j, v, w, x, y, z, zz, qu(start teaching phonemes over 2 days)Ch, sh, Read and write CVC words and captions and read and write Level 1+ helpful/tricky words and the beginning of set 2 tricky/helpful words.Recognise that there is more than one grapheme to represent some phonemes (e.g. k,c,ck). | Finish Level 2 - th, ng, dge, ve, wh, cks, tch, nk,Level 3 - ai, ee, Read and write CVC words (CVCC/CCVC to stretch) and sentences and read and write some set 2 helpful/tricky words. Begin to learn Level 3 tricky/helpful words. | Continue with Level 3 - igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er (as in builder)Reading and writing CVC words (CVCC/CCVC to stretch) and sentences and reading and writing Level 3 helpful words. | er (as in herb) short ue, long ue, ure, ture. Recap L2 GPCs. Read and write CVC/CCVC/CVCC and multi-syllabic words and sentences.Recap reading and writing L1+ and L2 helpful/tricky words. | Recap L3 GPCs and helpful/tricky words.Alphabet songMatching lower and upper caseReading and writing CVCC/CCVC and multi-syllabic words and sentences.  |
| ***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. ***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.***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. Write simple phrases and sentences that can be read by others. |
| **Mathematics – class room routines****Mathematics** Children have access to Maths equipment to use in all areas of learning – e.g. tape measures in construction area, scale and jugs in the kitchen…etc.They also have access to the resources they have used in Maths sessions and Maths play-to-learn in the Maths area.  | Gems in jar – 1 more/l less/subitisingDays of the week – what day comes after/next/tomorrow?Timetable – first, next, then, finally…etc.Counting class book votes – “more/ less/ fewer”, counting with 1-1 correspondence – using a tens frameCounting hot dinners and packed lunch – finding each amount on number line – most/more chn are having…, less/fewer chn are having… | Gems in jar – number bonds to 5. Is the number odd and even? How do we know?Days of the week – what was the day before/yesterday?Counting hot dinners and packed lunch – representing on tens frame and writing the numeral for each amount. Progress on to adding the amounts together to find the total number of children in.Finding the temperature – is it above or below 0? | Gems in jar – number bonds to 10Days of the week – what day comes before/after/in \_\_\_ days time?Packed lunches/hot dinners using cherry tree model. |
| ***Number***Recount counting rhymes – forwards and backwards to 10Understand the language ‘more’ and ‘fewer’ - baselineCount 5 objects – baseline***Numerical Patterns***Comparing objects and amounts***Additional learning:***Matching and sorting into groups2D shapes – book focus – Press here (linked to shapes). Pattern | ***Number***Develop a deep understanding of numbers 0-5. Book focus – how to count to one.Subitising to 5.1 more/1 fewer/1 less***Numerical Patterns***Counting to 20 and beyond.Recognise one a quantity is greater than or less than the other quantity.***Additional learning:***Positional languagePattern – recap if needed | ***Number***Develop a deep understanding of numbers 6-8.Number bonds to 5.***Numerical Patterns***AdditionSubtraction ***Additional learning:***Weight and capacity – book focus – Dear Zoo3D shapes  | ***Number***Develop a deep understanding of numbers 9-10.Number bonds to 10***Numerical Patterns***Partitioning Order numbers to 10***Additional learning:***Positional language – recap if needed | ***Number***Addition and subtraction number facts.Develop a deep understanding of numbers 11-20Revise number bonds to 5 (including subtraction facts).***Numerical Patterns***Order numbers to 20Finding missing numbers | ***Number***Children will know some number bonds to 10, including doubling facts.Revise number bonds to 5 (including subtraction facts).***Numerical Patterns***DoublingHalvingSharing Odds and evens***Additional learning:***2D/3D shape - recap |
| ***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.***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. |
| **Understanding the World** Throughout daily story times, children will learn about past events, different cultures and compare similarities and difference between plants, animals, people and places. Every opportunity in stories will be taken to help children to notice some similarities and differences between life in this country and life in other countries. In continuous provision, they will have access to texts, loose parts, different homes and building types, dressing up and artefacts from different cultures and time periods. Through enhancements, children will explore different time periods, cultures festivals and processes.The children will spend a lot of time explore the school, its grounds and woods. Further into the year they will explore the local area through a trip to Lydiard park, a walk to the Library and sharing pictures of their own houses.  | ***History: Past and Present***Know that ‘past’ represents something that has happened before now (using thumb behind shoulder action).E.g. Using visual classroom timelineKnow how they have changed since they were a baby. (Moved from term 2 as it links to term 1 Jigsaw)***Geography: People, Culture and Communities***Know about features of the immediate environment – e.g. naming objects and areas in classroom.***RE: People, Culture and Communities***Know about, and take part in, some of the traditional celebrations from the festival of Harvest.***Science: The Natural World***Understand, observe and comment on the seasonal changes of autumn. Explore the natural world around them – e.g. through texts, tuff trays, outside play and welly walks. | ***History: Past and Present***Observe similarities and differences between how they look/what they can do in the present and past.Talk about special events from their life.Understand why we celebrate Remembrance day and Black History month.Talk about a black person from the present day who is inspirational.***Geography: People, Culture and Communities***Know that there are many countries around the world.**RE** ***People, Culture and Communities*** and that people have different religions. Know about, and take part in, some of the traditional celebrations from the festival of Diwali.Know about, and take part in, some of the traditional celebrations from the festival of Christmas. Discuss any similarities and differences to Diwali – using the blog and focus texts.Know the Christian Christmas story.Know some features of a church.Understand that people have different beliefs.***Science: The Natural World***Understand and use the terms ‘same’ and ‘different’.Know that plants grow from a seed and that they need light, air and water to grown. | ***History: Past and Present***Know the difference between the past in their life-time and the past a long time again – i.e. by reading dinosaur stories, learning about David Attenborough…etc.Look for clues as to whether something happened in/is from the past or present. E.g. looks old, black and white photos, well-loved.…etc.***Geography: People, Culture and Communities***Know people in England around the world speak different languages.Learn some greetings (particularly linked to current/past learning and children’s home countries) and use these to answer the register.**RE** ***People, Culture and Communities***Know about, and take part in, some of the traditional celebrations from the festival of Lunar New Year. Discuss any similarities and differences to Diwali and Christmas – using the blog and focus texts.***Science: The Natural World***Talk about features of the environment they are in and learn about cold environments.Experiment and understand about the process of freezing and melting/thawing.Understand, observe and comment on the seasonal changes of winter. | ***History: Past and Present***Know some similarities and differences between things in the past and now – linked to People Who Help Us.Begin to understand chronology by sequencing three events – present, past in my life time (recent e.g. being in Caterpillars) and the past long ago (i.e. an event they have seen in stories/learning).***Geography: People, Culture and Communities***Observe and talk about different countries from around the world. (Linked to pancake story and children’s home countrues).Talk about the lives of people around them – i.e. the people who help us.**RE** ***People, Culture and Communities***Know about, and take part in, some of the traditional celebrations from the festival of Easter. Know how it links to the Easter story and look for common characters.Understand how Easter Day is different to Good Friday.Consider why Christians are happy on Easter.***Science: The Natural World***Understand, observe and comment on the seasonal changes of spring.Name, identify and sort healthy/unhealthy foods.Name, identify and group a range of fruits and vegetables. | ***History: Past and Present***Know that traditional tales are/were read in the present and past.Know that lots of traditional tales are set in the past and look for clues that show this. E.g. Princess and knights, living in castles…etc.***Geography: People, Culture and Communities***Explore google maps and a map of the school grounds.Locate some places of personal significance on a map with support. I.e. Millbrook school…etc.Know that some maps are taken from an aerial view.Notice some similarities and differences between life in this country and life in other countries**RE** ***People, Culture and Communities***Know about, and take part in, some of the traditional celebrations from the festival of Eid. Discuss any similarities and differences to Diwali, Christmas and Lunar New Year – using the blog and focus texts.***Science: The Natural World***Make observations about places discussing similarities and differences.Make observations about plants discussing similarities and differences.Know the difference between a solid and a liquid.Experiment and make observations linked to floating and sinking and changing from a liquid to solid – linked to The Gingerbread ManExplore the names and properties of materials, including absorbency and waterproofing (raft making for the Gingerbread man).Talk about the life cycle of plants and what they need to survive. | ***History: Past and Present***Observe buildings/content from the past and the present and discuss similarities and differences – through reading stories like The Tiger Who Came to Tea and Peepo. This feeds directly into Year 1.***Geography: People, Culture and Communities***Explore more maps.Know that simple symbols are used to identify features on a map using familiar maps like Cotswold Wildlife Park.Begin to name places on maps – some local and some abroad (where relevant)Create maps – both 2D and 3D.Share photos of children’s home and compare to homes around the world.***Science: The Natural World***Know the basic needs of animals.Make observations about animals discussing similarities and differences.Know some differences between wild, farm and domestic animals.Understand, observe and comment on the seasonal changes of summer.Compare our woods to environments in other countries.  |
| ***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. ***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.***The Natural World:*** 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. |
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| Expressive Arts and Design – children have access to puppets and small world play in continuous provision. They are encouraged to combine role-play and small world play with loose parts to enhance their play. They have access to books, construction materials (including junk modelling. Musical instruments are within continuous provision as are a range of paper, card, collage, adhesive and mark making resources.  | ***Music: Being Imaginative***Sing and perform nursery rhymes.Move in time to the music.Experiment with musical instruments.***Art & Design: Creating with Materials***Experiment mixing with colours.Know about the artist Kandinsky and use some of his technique (including painting).Know that they are an artist. Draw their face (life size), picking out noticeable features.  | ***Being Imaginative***Imagine and create with a variety of objects.***Music:***Sing and perform songs from festivals.Learn some bhangra dance moves.Find the beat when listening to music.***Art & Design: Creating with Materials***Safely explore different techniques for joining materials.Construct with large objects – junk modelling Construct with playdough – e.g. making fireworks Explore the Hindu art of rangoli patterns and create their own patterns.  | ***Being Imaginative***Create narratives based around stories.***Music:***Listen to music from Chinese New Year. Know the meaning of dynamics and tempo.Demonstrate changes in dynamics and tempo.***Art & Design: Creating with Materials***Work collaboratively on art.  | ***Music: Being Imaginative***Name some musical instruments.Experiment with different instruments and their different sounds.***Art & Design: Creating with Materials***Experiment with weaving.Experiment with printing. | ***Music: Being Imaginative***.Sing and perform songs linked to stories.Use instruments in story telling.(linked to the Gingerbread Man proms on iplayer)***Art & Design: Creating with Materials***Create props for traditional tales.Experiment using different materials and exploring their properties.Share their creations, talk about process and evaluate their work to consider how it can be improved.Sketch items from the natural environment (and draw some as their actual size – see fine motor). | ***Being Imaginative***Invent their own narratives, stories and poems.***Music:***Sing songs from different countries. Children name, discuss and compare the instruments parents/carers come in to play.Enjoy, and comment on, music from around the world and begin to pick out instruments that are being played.Begin to play an instrument by repeating back pattern or following simple music (e.g. on a glockenspiel – red, blue, green, red, blue green). ***Art & Design: Creating with Materials***Experiment with different textures – collaging.Enjoy and comment on art by Matisse.Create buildings thinking considering choices of materials. Sketch items from the natural environment (and draw some as their actual size – see fine motor). |
| ***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.***Being Imaginative:*** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

Vocabulary linking to subject areas:

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| EAD/Art | Art, artist, draw, sketch, paint, print, colour, primary colours, blend, mix, construct, connect |
| UW/computing  | InternetInternet safetyComputerLogin Programme Phones, printers, digital clocks, computers, iPads, Beebots, cameras, watches…etc. |
| EAD/DT | Construct, connect, cut, hammer, screw, build, develop, adapt, change, evaluate, stir, whisk, shake, pour...etc. |
| UW/Geography  | Exposure to all KS1 language in a play-based way through book talk and enhanced provision – i.e. North, South, East, West, map. Ocean, continent, country, town, United Kingdom, England, Swindon, Freshbrook.Some key physical features from KS1 curriculum when appropriate, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.Some key human features from KS1 curriculum when appropriate, including: city, town, village, factory, farm, house, office, port, harbour and shop.Natural, man-made.The same, similar, different. |
| UW/History | Similar, same, different.Past, present, future, lifetime.History.Time line, chronological order, sequence.Clues Yesterday, tomorrow, earlier, later, before, after…Inventions  |
| EAD/Music | VocabularyThe names of the instruments (maracas, tambour, claves, etc).The names of the sounds of instruments (ring, bang, ting, etc). Pulse/beatrhythmDynamic ranges e.g softly, e.g. loudly).Tempo – fast, slowWords used for listening (loud, quiet, fast, slow, happy, sad, etc). |
| UW/RE | ReligionFestivalCelebrateChristianity, Islam, Judaism, Hinduism…WorshipFaithSacredSpecialSimilarities/differences  |
| UW/Science  | I wonder…I predict…Basic material namesBasic material propertiesFloating/sinkingWaterproof/absorbMelt/thaw/freezeLight/darkWet/dryCold/hotPush, pull, magneticObserve ExperimentInvestigateSeasons GrowChangeLife-cycle  |