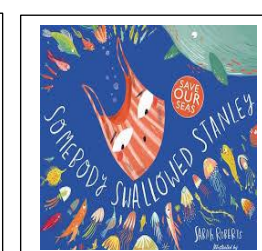
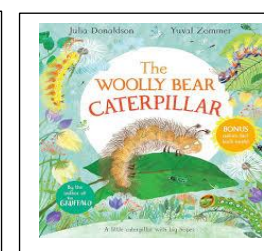
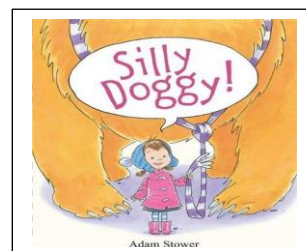
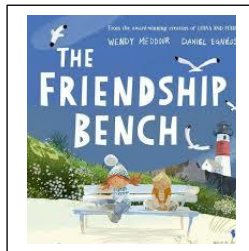




# Reception Curriculum

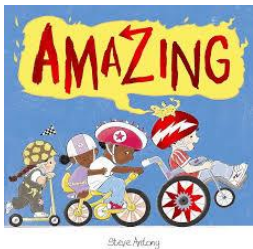
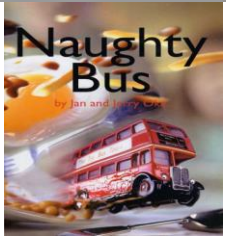

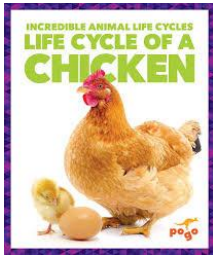
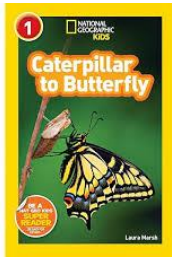
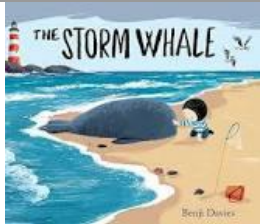
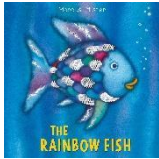
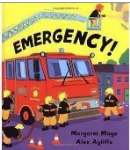

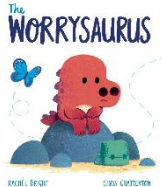
New EYFS Framework 2021



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

**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

| Area of Learning  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|---|---|--|--|---|--|---|
| <b>Whole School Overarching Theme</b>   | <b>All About Me</b>   | <b>What did they do for me?</b>  | <b>From Local to Global</b>  | <b>Time Travellers</b>  | <b>Show what you can grow</b>  | <b>Heal the world</b>   |
| <b>Planning around a quality text:</b>  |    |   |    |    |   |    |
| <p><b>Linked texts/ Rhymes</b></p> <p>Throughout the year, children will learn the following key rhymes through incidental and focused teaching:</p> <ul style="list-style-type: none"> <li>➤ Incey Wincey Spider</li> <li>➤ Once I caught a fish alive</li> <li>➤ Ring-a- ring o’rosies</li> <li>➤ Row, row, row your boat</li> <li>➤ Twinkle Twinkle Little Star</li> <li>➤ I hear thunder</li> <li>➤ Hickory Dickory Dock</li> <li>➤ Baa Baa Black Sheep</li> <li>➤ If your happy and you now it.</li> </ul> | <p>Author/Story focus- Julia Donaldson texts.</p> <p><b>PSED linked Text:</b></p>  <p><b>Fairy Tale Monday-</b> To read a fairy tale story every Monday for story time.</p> |  <p>Author/Story focus- Linked to 'People who help us'</p> <p><b>Non- Fiction Texts-</b> Vehicles/Different types of Transport/Occupations</p> <p><b>PSED linked Text:</b></p>  <p><b>Fairy Tale Monday-</b> To read a fairy tale story every Monday for story time.</p> | <p>Author/Story focus- Eric Carle texts</p> <p><b>Non- Fiction Texts-</b> Bears</p> <p><b>Fairy Tale Monday-</b> To read a fairy tale story every Monday for story time.</p> | <p>Author/Story Focus: Jill Murphy texts</p> <p><b>Non- Fiction Texts-</b> Life cycle of a chick</p> <p><b>Fairy Tale Monday-</b> To read a fairy tale story every Monday for story time.</p> | <p>Poem Focus: The Farmyard by AA. Attwood.</p> <p><b>Non- Fiction Texts-</b> Life of a butterfly</p> <p><b>Fairy Tale Monday-</b> To read a fairy tale story every Monday for story time.</p> | <p>Author/Story Focus- Traditional Tales/Fantasy</p> <p><b>Fairy Tale Monday-</b> To read a fairy tale story every Monday for story time.</p> <p><b>Whole Class Guided Reading.</b></p>  |

|  |   |  |  |  |  |   |
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| <b>Trips/Visitors Enrichments</b>                | <b>Visitors:</b><br>Health Visitor/Midwife- link with All about us.<br><br><b>Trip:</b> | <b>Visitors:</b><br>Dentist<br>Police<br>Fire Brigade<br><br><b>Trip:</b> A local walk to the Church to link in with Christmas   | <b>Visitors:</b><br><br><br><b>Trip:</b> Imagine That!   | <b>Visitors:</b><br>Parental Occupations<br><br><b>Trip:</b>   | <b>Visitors:</b><br>Vet visit<br><br><b>Trip:</b> Farmer Ted's | <b>Visitors:</b><br>The Eco warriors, to talk about looking after the environment around school<br><b>Trip:</b> Teddy Bear's Picnic with their buddies and the new intake of Reception children |
| <b>Celebrations / Festivals / Special Events</b> | <ul style="list-style-type: none"> <li>○ Birthdays</li> </ul>                           | <ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Harvest Festival</li> <li>○ Diwali</li> <li>○ Children in Need</li> <li>○ Anti- Bullying Week</li> <li>○ Kindness Week</li> <li>○ Christmas</li> </ul> | <ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Chinese New Year</li> <li>○ Children's Mental Health Week</li> </ul> | <ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Holi</li> <li>○ Easter</li> <li>○ Red Nose Day/Comic Relief</li> </ul> | <ul style="list-style-type: none"> <li>○ Birthdays</li> </ul>  | <ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Transition to year 1</li> </ul>   |

**COMMUNICATION & LANGUAGE:** □ Listening, Attention & Understanding □ Speaking

**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.

|               |               |               |
|---------------|---------------|---------------|
| <b>Autumn</b> | <b>Spring</b> | <b>Summer</b> |
|---------------|---------------|---------------|

**Learning Priorities: Linked to Development Matters 2021**

|   |  |  |
|---|--|--|
| <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ <i>Understand a question or instruction that has two parts</i> <ul style="list-style-type: none"> <li>⇒ Daily routines e.g. tidy up time, challenges... <i>instruction</i></li> </ul> </li> <li>▪ <i>Understand who/where/when questions, leading on to understanding 'why' questions</i></li> <li>▪ Understand how to listen carefully and why listening is important <ul style="list-style-type: none"> <li>- Introduce 'Lola the Leopard' /Class listening rules</li> </ul> </li> <li>▪ Learn new vocabulary linked to daily routine / theme <ul style="list-style-type: none"> <li>⇒ See <i>UW</i>: □ Me and My Family □ Autumn □ Celebrations</li> </ul> </li> <li>▪ <b>Begin to</b> engage in story time <ul style="list-style-type: none"> <li>⇒ Join in with repeated refrains / fill in rhyming words</li> <li>⇒ Join in with the story 'Hickory Dickory Dog'- focusing on the rhyming words</li> <li>⇒ Enjoy listening to Julia Donaldson stories</li> </ul> </li> <li>▪ Listen to and <b>begin to</b> talk about stories to build familiarity and understanding <ul style="list-style-type: none"> <li>⇒ Discuss characters, events, setting ... <i>character, what is happening, book talk</i></li> </ul> </li> </ul> | <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <ul style="list-style-type: none"> <li>➢ Picture news, Holiday news, Weekend news, Barnaby's News, Circle Time</li> </ul> </li> <li>▪ Listen carefully to and learn rhymes, poems and songs <ul style="list-style-type: none"> <li>➢ To orally re-tell the poem 'We're going on a bear hunt'</li> <li>➢ To learn dinosaur songs</li> <li>➢ To sing '5 Little men in flying saucer'</li> </ul> </li> <li>▪ Listen to and talk about stories to build familiarity and understanding</li> <li>▪ <b>Begin to</b> listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary <ul style="list-style-type: none"> <li>➢ Introduce non-fiction books about Bears</li> <li>➢ Introduce the World Map, <i>Continents, Asia, Africa, North and South America, Antarctica, Europe, Australasia</i></li> </ul> </li> <li>▪ <b>Begin to</b> understand humour e.g. <i>nonsense rhymes / jokes</i> <ul style="list-style-type: none"> <li>➢ Read a range of poems linked to Bears, dinosaurs, space</li> </ul> </li> </ul> | <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to. <ul style="list-style-type: none"> <li>➢ during whole class discussions</li> <li>➢ small group interactions</li> <li>➢ Guided Reading</li> <li>➢ Barnaby's News</li> <li>➢ Discussions linked to focus text</li> </ul> </li> <li>▪ Make comments about what they have heard <ul style="list-style-type: none"> <li>➢ To listen attentively to peers when sharing news or an idea to enable them to ask a question or make a comment</li> </ul> </li> <li>▪ Ask questions to clarify their understanding <ul style="list-style-type: none"> <li>➢ Introduce the question hand and question vocabulary- <i>who, where, what, when, why,</i></li> <li>➢ Children to write their own questions</li> </ul> </li> <li>▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>▪ Understand humour more readily e.g. <i>nonsense rhymes/jokes</i></li> </ul> |
|---|--|--|

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>▪ Listen carefully to rhymes and songs and <b>begin to</b> pay attention to how they sound <ul style="list-style-type: none"> <li>⇒ Learn rhymes, songs &amp; poems</li> <li>⇒ Join in with daily singing ‘Sing, sing, what can we sing...’</li> <li>⇒ Learn the rhyme ‘Hickory Dickory Dock’</li> <li>⇒ Learn the Gruffalo Song, to help describe the Gruffalo and join in with the story</li> <li>⇒ Anticipate words, begin to adapt phrases (<i>with support</i>)</li> </ul> </li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Use new vocabulary throughout the day</li> <li>▪ <b>Begin to</b> ask questions to find out more and to check they understand what has been said to them <ul style="list-style-type: none"> <li>⇒ Model &amp; encourage questions after instructions</li> </ul> </li> <li>▪ <b>Begin to</b> articulate their ideas and thoughts in well-formed sentence <ul style="list-style-type: none"> <li>⇒ Express □ Ideas to friends □ Book talk</li> <li>⇒ Teacher to model and scaffold how to talk in a full sentence.</li> <li>⇒ Whole Class Comprehensions</li> <li>⇒ Circle time- Holiday/weekend News</li> </ul> </li> <li>▪ <b>Begin to</b> connect one idea or action to another using a range of connectives... <i>because, although, but..</i></li> <li>▪ <b>Begin to</b> describe events in some detail</li> <li>▪ Develop social phrases <ul style="list-style-type: none"> <li>⇒ Routines of the day ... <i>greetings, How are you? Good Morning</i></li> <li>⇒ Friendship ... <i>Would you like to...? What is your name?</i></li> </ul> </li> <li>▪ <b>Begin to</b> retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words <ul style="list-style-type: none"> <li>⇒ Focused &amp; linked texts – within small world / role play</li> </ul> </li> </ul> | <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Use new vocabulary in different contexts <ul style="list-style-type: none"> <li>➢ Model words and phrases relevant to the area being taught</li> <li>➢ New Vocabulary to be displayed on working walls</li> </ul> </li> <li>▪ Ask questions to find out more and to check they understand what has been said to them <ul style="list-style-type: none"> <li>➢ Peers to ask questions during show and tell</li> <li>➢ To begin to ask questions about what they would like to learn about the focused learning, eg, Bears</li> <li>➢ Teacher to model how to ask the question</li> <li>➢ <b>Begin to</b> introduce the question hand.</li> <li>➢ During Guided Reading</li> <li>➢ Whole Class Comprehensions</li> </ul> </li> <li>▪ Articulate their ideas &amp; thoughts in well-formed sentence <ul style="list-style-type: none"> <li>➢ Whole class comprehensions</li> <li>➢ Re-telling events that have happened.... <i>.weekend or holiday news</i></li> </ul> </li> <li>▪ Connect one idea or action to another using a range of connectives....<i>and, because, but, so</i></li> <li>▪ Describe events in some detail <ul style="list-style-type: none"> <li>➢ Teacher or peers to ask questions to encourage children to add more detail</li> <li>➢ Teacher to model how to describe an event, using the format of <i>when, who, what, where, why</i> to help structure their recounts</li> </ul> </li> <li>▪ Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen <ul style="list-style-type: none"> <li>➢ See CD- talking about how they have made a model/<i>How</i> they need to change and adapt it</li> </ul> </li> <li>▪ Develop and use social phrases with confidence <ul style="list-style-type: none"> <li>➢ Morning Greeting at the gate</li> <li>➢ Registration</li> <li>➢ End of the day song</li> </ul> </li> <li>▪ Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words <ul style="list-style-type: none"> <li>➢ To perform in front of an audience- class assembly/record on seesaw</li> <li>➢ Orally re-tell ‘We’re going on a bear hunt’</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>➢ Read a range of poems/rhymes/stories linked to Fairy Tales, eg, <i>Mixed up Fairy Tales, Jolly Postman, The cooked up fairy tale, The Bravest ever bear...</i></li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Participate in small group, class and one-to-one discussions <ul style="list-style-type: none"> <li>➢ 1:1 reads, Guided Reads, Guided group work, Circle time</li> </ul> </li> <li>▪ Children to offer their own ideas, using recently introduced vocabulary <ul style="list-style-type: none"> <li>➢ To use story language within the small world area</li> <li>➢ To create narratives to develop fairy tale language, <i>Once upon a time, Long ago, One day, lived happily ever after.</i></li> </ul> </li> <li>▪ To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <ul style="list-style-type: none"> <li>➢ Compare settings, characters, problems and resolutions within different stories.</li> <li>➢ Create their own ending to the story ‘There’s no dragon in this story.’</li> </ul> </li> <li>▪ Express their ideas and feelings about their experiences <ul style="list-style-type: none"> <li>➢ To write a book review about their favourite part of a story. <i>I liked when... My favourite part was...</i></li> <li>➢ Discuss what they enjoyed about the school visit</li> <li>➢ To express what they have learnt this half term in pupil voice time</li> <li>➢ To answer directed questions in detail about their time with Barnaby Bear</li> </ul> </li> <li>▪ Use full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <ul style="list-style-type: none"> <li>➢ Circle time, Holiday news, Weekend News, Barnaby Bear news, Whole Class Comprehension, Explanations/Predictions in maths and other areas of learning.</li> </ul> </li> </ul> |
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**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.

|               |               |               |
|---------------|---------------|---------------|
| <b>Autumn</b> | <b>Spring</b> | <b>Summer</b> |
|---------------|---------------|---------------|

## Learning Priorities: Linked to Development Matters 2021

### Self-Regulation

- *Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share*
  - ⇒ How to compromise and negotiate to solve problems
  - ⇒ Use □ book talk □ puppets □ real life experiences
- **Begin to** express feelings and consider the feelings of others
  - ⇒ Identify and name emotions ... *emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited*
  - ⇒ Link book character's emotion to own experiences ... *expression, mood, feeling/emotion*
- **Begin to** set own goals and show resilience and perseverance in the face of challenge
  - ⇒ Set a shared goal with a friend
- **Begin to** identify and moderate own feelings socially and emotionally
  - ⇒ Focus on □ keeping *calm* □ being *patient* □ waiting for a *turn* □ *sharing* □ tidying up after themselves

### Managing Self

- Manage own self-care needs ... *fasten*
  - ⇒ Independent use of □ zips □ buttons □ coats □ shoes
- **Develop confidence** to try new activities and show independence
  - ⇒ Access all types of enhancements (indoors & outdoors)
- Know and **begin to** talk about the different factors that support their overall health and wellbeing:
  - ⇒ Toothbrushing – importance and how ... *clean, decay*
  - ⇒ Talk about importance of daily exercise and healthy eating ... *exercise, healthy / unhealthy, heartbeat, fit*

### Building Relationships

- **Begin to** see self as a valuable individual
  - ⇒ Describe self, positively ... *proud, special, love* (use books: *'Happy in Our Skin' & 'My Hair'*)
- **Begin to** build constructive and respectful relationships
  - ⇒ Use social language to develop friendships see CL

### Self-Regulation

- Express feelings and consider the feelings of others
  - Identify and name emotions: *emotion, frightened, angry, frustrated, excited, confused, disappointed, proud, pleased, lonely, goal, instruction, independent, nervous, surprised, embarrassed*
  - Link to focus text- add to the list of words where necessary
- Set own goals and show resilience and perseverance in the face of challenge
  - Complete 4 class challenges, with some children completing a 'star' challenge.
- Identify and moderate own feelings socially and emotionally
  - Think about the perspectives of others- *Why somebody may be feeling that way. How would it make them feel?*

### Managing Self

- Manage own self-care needs
  - Independent use of □ zips □ buttons □ coats □ shoes
  - Get self -changed for after school clubs
  - Independently put waterproofs and wellies on for outside provision
- Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian...*promote outside with traffic signals/ how to ride a bike safely*

### Building Relationships

- See self as a valuable individual
  - Link in with children's mental health week.
  - Be proud of their achievements- to recognise progress
  - Aim to get class teacher award this half term (100 positive points)
  - Celebration Assembly
  - To share work and home learning with peers
  - Take on responsibilities within the classroom
- Build constructive and respectful relationships
  - Use social language to develop friendships see CL
  - To initiate conversations

### Self-Regulation

- Show an understanding of their own feelings using a range of vocabulary: *curious, annoyed, impressed, thoughtful, peaceful, achievement, confident, anxious, worried, astonished, amazed*
  - Listen and talk about their feelings- *How are they feeling about moving to year1?*
  - Circle Time
  - Picture news
- Regulate their behaviour accordingly within a range of contexts
  - school visits, assemblies, visitors,
  - To follow the school's Golden Essentials- *Ready, Respect, Responsibility*
- Set and work towards simple goal
  - sustained learning
  - weekly differentiated challenges
  - To complete 5 class challenges and a star challenge.
- Being able to wait for what they want and control their immediate impulses when appropriate
  - work as a team, collaboratively learning, turn taking
- Give focused attention to what **all** practitioners say across a range of teaching approaches
  - During music, French, PE sessions
  - Listen to visitors with respect
- responding appropriately even when engaged in activity...
- show an ability to follow instructions involving several ideas or actions
  - Introduction of year 1 teaching model for children who are ready
  - Completing an independent task after the shared input.
- Transition
  - As a cohort, transition to year1, during Transition week
  - To spend 5 mornings in year 1 accessing the planned activities
  - Focused PSED activities- refer to how they are feeling and use a range of vocabulary (see above)

### Managing Self

- Be confident to try new activities
- Show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
  - PSED Time, Circle Time
  - Follow our Golden Essentials- *Ready, Respect, Responsibility*

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|  |  | <ul style="list-style-type: none"> <li>➤ <i>Aspire to have 'Kind hands and Kind words' and use the 'Heart Jar' to promote kindness and respect in the class</i></li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <ul style="list-style-type: none"> <li>➤ Continuing to promote Healthy Snacks</li> <li>➤ Continue to promote 'Catch it and Bin it' pedagogy</li> <li>➤ Continue to hand sanitise at specific times of the day</li> <li>➤ To continue to promote how to wash your hands correctly</li> <li>➤ Children to dress and undress independently, ie, waterproof clothing, getting ready for after school clubs</li> </ul> </li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others <ul style="list-style-type: none"> <li>➤ Team work, sharing, playing games, completing puzzles together</li> <li>➤ Listening and taking on board other's ideas</li> </ul> </li> <li>• Form positive attachments to adults and friendships with peers; <a href="#">Year 6 Buddies</a>, <a href="#">School Personnel</a>, eg, <a href="#">Mr Finch</a>, <a href="#">MrsQuigley</a>, <a href="#">Year 1 Teacher</a>, <a href="#">Midday Assistants</a>, <a href="#">Kitchen Staff</a>, <a href="#">After School Club staff for children who attend</a>.</li> <li>• Show sensitivity to their own and to others' needs. <ul style="list-style-type: none"> <li>➤ Sustain a 'Kind and Caring' environment</li> <li>➤ Celebrate each other's achievements</li> </ul> </li> <li>• Continue to see self as a valuable individual <ul style="list-style-type: none"> <li>➤ Aim to achieve a Deputy Head Award /Head teacher award this half term.(200 or 300 positive points)</li> <li>➤ Continue to be proud of their achievements and complete independent tasks with confidence.</li> </ul> </li> </ul> |
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**PHYSICAL DEVELOPMENT:** □ [Gross Motor Skills](#) □ [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   |
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| <b>Learning Priorities: <a href="#">Linked to Development Matters 2021</a></b>  |   |  |
| <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></li> <li>⇒ Engage in and develop confidence in actions</li> <li>• <b>Begin to</b> develop overall body-strength, balance, co-ordination and agility.</li> </ul> | <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Continue to</b> refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></li> <li>• <b>Begin to</b> progress towards a more fluent style of moving, with developing control and grace</li> </ul> | <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>➤ To listen to instructions as to how to move: <a href="#">slow</a>, <a href="#">fast</a>, <a href="#">quick</a>, <a href="#">march</a>, <a href="#">stop</a></li> <li>➤ To beware of their peers... <a href="#">swerve</a>, <a href="#">sway</a>, <a href="#">change direction</a></li> </ul> |

- ⇒ Set own physical challenge ... *challenge, goal*
- **Begin to** use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... *straight, upright, flat*
- **Begin to** combine different movements with ease and fluency
  - ⇒ See above obstacle course
  - ⇒ Change movements / directions quickly
- **Begin to** confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
  - ⇒ Understand rules and reasons
  - ⇒ Use the trike and balance bikes outside
  - ⇒ To carefully climb the stairs on the climbing frame
  - ⇒ To use the adventure playground on the main playground at lunch
  - ⇒ To introduce short handles spades and tools in the sand area
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes
  - personal hygiene

### Fine Motor Skills

- *Use a comfortable grip with good control when holding pens and pencils*
  - ⇒ Work towards using a tripod grip
  - ⇒ Assess children's pencil grip
  - ⇒ Do they have a dominant hand when mark making?
- **Continue to** develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
  - ⇒ Ensure regular engagement and develop confidence in use of tools... *grip, steady, snip, twist, curve, straight*
  - ⇒ Daily fine motor skill activities to develop the correct pencil grip and to strengthen muscles, eg *threading, sewing, tweezers, tongs,*
  - ⇒ Develop skills in different areas of provision, eg Malleable area *mould, flatten, squeeze, roll, grip*
  - ⇒ Construction area: *construct, push, pull*
  - ⇒ Art- exploring different lines with different types of pens; (See Creating with Materials for vocab)
  - ⇒ Large roll of paper to develop large movements when mark making
  - ⇒ Where necessary, some children to have access to easi-grip scissors to develop the ability to use regular scissors.

- Develop overall body-strength, balance, co-ordination and agility.
  - *Use above actions, within obstacle courses...balance, obstacle, spatial, prepositions*
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
  - *Dance, Gymnastics*
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
  - To use apparatus within gymnastics lessons
  - To use balance bikes and 2 wheeled scooters outside
  - To manoeuvre a wheelbarrow
  - To introduce long handled tools in the sand area, eg, long handled spades, wooden spoons and utensils

### Fine Motor Skills

- Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
  - Access different sized paintbrushes
  - To develop the correct way to use scissors effectively
  - To use cutlery at lunch time
  - To use a range of tools in the malleable area, mud kitchen and home corner and junk modelling area
  - To enhance the home corner with chop sticks during Chinese New Year (See UW)
  - Most children to use regular scissors
  - Most children to use their dominant hand for writing, painting, cutting
- **Begin to** develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:
  - Effective pencil grip
  - Correct letter formation (see Writing)
  - Where necessary, children to still have access to fine motor activities

- Demonstrate strength, balance and coordination when playing
  - Sports Day
  - Use of pedal bikes and 2 wheeled scooters
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
  - Through outside provision and on the main playground at lunch time
- Further develop and refine a range of ball skills including: *throwing, catching, kicking*
- Use different sizes / types of balls – in pairs
- Further develop and refine a range of ball skills including: *passing, batting and aiming*
- To develop fundamental skills for ball skills-
  - Use backswing and follow through
  - Keep your eyes focused on the ball
  - Adopt a good 'ready position'

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
  - See writing
- Use a range of small tools, including scissors, paint brushes and cutlery
- **Begin to** show accuracy and care when drawing
  - Teacher to model how to draw objects, eg flowers, objects linked to art focus, fruits and vegetables, animals/school pets
  - To use a range of tools to draw with, with most children moving away from chunky markers to enable the correct use of the tripod grip

**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 |
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**Learning Priorities: [Linked to Development Matters 2021](#)**

**Reading: Comprehension / Word Reading**

- **Begin to** retell simple stories and narratives using their own words and **some** recently introduced vocabulary.
  - ⇒ Recall key events ... *event*
  - ⇒ Talk about main characters... *character, beginning, middle, end, sequence*
- **Begin to** re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- *Understand the five key concepts about print, with a focus on*
  - ⇒ *Left to right*
  - ⇒ *1-1 correspondence ... word, letter, first / last*
- *Continue to develop P1 phonological awareness, focusing on*
  - ⇒ Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... *blending, segmenting*
- Read individual letters by saying the sounds for them
  - ⇒ Secure P2 phonics ... *phoneme, grapheme, alphabet*
- Blend sounds into words, so that they can read short words made up of known GPCs
  - ⇒ P2 □ VC words □ CVC words
- **Begin to** read a few common exception words matched to the school's phonic programme
  - ⇒ *I, go, to, the, no, into ... tricky words*
- **Begin to** read simple phrases / sentences
  - ⇒ Apply P2 GPC
- Read pink B guided reading books aligned to phonic knowledge

**Writing:**

- *Write name correctly*
  - ⇒ Use correct letter formation
- *Use some of their print and letter knowledge in their early writing*
- **Begin to** form lower-case letters correctly
- **Begin to** spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... *spell*
  - ⇒ Use □ initial sounds □ VC □ CVC words
  - ⇒ Write labels

**Reading: Comprehension / Word Reading**

- **Begin to** use and understand **some** recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...*fiction, non-fiction, set*
  - ⇒ Retell story in small world / role play (in correct sequence) ...*beginning, middle, end, set*
  - ⇒ Take on role of character using some story language
  - ⇒ Talk about likes and dislikes of texts, rhymes and poems
  - ⇒ Choose a book and begin to explain why ...*because*
- **Begin to** anticipate - where appropriate - **some** key events in stories ...*predict / prediction*
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- *Continue to develop P1 phonological awareness, focusing on*
  - ⇒ Oral blending and segmenting
- Say the sound for:
  - ⇒ For each letter of the alphabet
  - ⇒ Double letters □ ss □ ll □ zz □ ck □ ff
  - ⇒ Consonant digraphs □ sh □ ch □ th, □ ng ...*digraph*
- **Begin to** read words consistent with their phonic knowledge
  - ⇒ Mid P3 □ CVC words
- Read some common exception words matched to the school's phonic programme
  - ⇒ *he, she, me, be, we, was (plus see Autumn words)*
- Read simple phrases / sentences
  - ⇒ Apply P2-3, i.e. sets 1-7 + consonant digraphs
- Read red guided reading books aligned to phonic knowledge

**Writing:**

- Form most lower-case and capital letter correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
- Write captions/phrases and **begin to** write simple sentences using known GPCs ...*sentence, full stop, capital letter*
  - ⇒ Include word spacing
  - ⇒ Orally rehearse caption of sentence before writing

**Reading: Comprehension / Word Reading**

- *Continue to develop P1 phonological awareness*
  - ⇒ Oral blending and segmenting
- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...*sequence*
- 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.
  - ⇒ **Begin to** notice some relationships between one text and another
  - ⇒ **Begin to** comment on perceived links with own life experience or other experiences, e.g. *films, books*
- Say the sound for each letter of the alphabet and for at least 10 digraphs
  - ⇒ Secure P3...*trigraph*
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (*approximately yellow book band – instructional level*)
  - ⇒ *you, they, all, are, my, her (plus see Autumn/Spring words)*

**Writing:**

- Write recognisable letters (lower case and capital) most of which are formed correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs
  - ⇒ CVC words
- Write simple phrases and sentences that can be read by others
  - ⇒ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter
- **Begin to** sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:
  - ⇒ 2-3 part story (e.g. *using story map/planner*)
  - ⇒ Instructions



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| <ul style="list-style-type: none"> <li>▪ <b>Begin to</b> write lists &amp; captions, focusing on ...<i>label, caption, space</i> <ul style="list-style-type: none"> <li>⇒ Oral rehearsal / vocabulary</li> <li>⇒ <b>Begin to</b> reread what they have written</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Re-read what they have written to make sure it makes sense</li> <li>▪ <b>Begin to</b> write a variety of □ fiction and non-fiction sentences / captions</li> </ul> | ⇒ Fact cards (e.g. using a 'spidergram' to collate information) |
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## 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  |
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| ➤ Learning Priorities: <a href="#">Linked to Development Matters 2021</a>   |  |   |
| <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>▪ Recite numbers to 10               <ul style="list-style-type: none"> <li>⇒ Forward &amp; backward □ rhymes (Once I caught a fish alive/Hickory Dickory Dock) □ passing games ... <i>forwards, backwards</i></li> <li>⇒ Break counting chain (not always starting from 1)</li> <li>⇒ Talk about position ... <i>before, after</i></li> </ul> </li> <li>▪ Count objects, actions and sounds               <ul style="list-style-type: none"> <li>⇒ Up to 5 – in context of □ daily routine □ sharing □ turn taking</li> <li>⇒ Count objects in an irregular arrangement</li> </ul> </li> <li>▪ Subitise 3 / 4 objects (quick recall without counting)               <ul style="list-style-type: none"> <li>⇒ Matching children to images in workshop areas</li> <li>⇒ Fast recognition of dice patterns</li> <li>⇒ Numicon</li> <li>⇒ Cuisenaire rods</li> </ul> </li> <li>▪ Link the number symbol (numeral) with its cardinal number value to 5</li> <li>▪ Compare quantities up to 5 ... <i>more than, less than, fewer, greater, who has one more / less</i></li> <li>▪ Understand 'one more/less than' to 5               <ul style="list-style-type: none"> <li>⇒ Use sentence with support ... <i>Three is one more than two</i></li> </ul> </li> <li>▪ Explore the composition of numbers to 5               <ul style="list-style-type: none"> <li>⇒ Recognise total is still the same</li> <li>⇒ Using variety of resources ... <i>more, less, makes, equals, altogether</i></li> </ul> </li> <li>▪ <b>Begin to</b> explore number bonds to 5               <ul style="list-style-type: none"> <li>Using a range of resources</li> <li>⇒ Using narrative to tell a story</li> </ul> </li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> </ul> | <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>▪ Recite numbers to 20               <ul style="list-style-type: none"> <li>⇒ Backward from 10 and <b>begin to</b> recite backwards from 15</li> <li>⇒ Break counting chain (not always starting from 1 forwards or 10 backwards)</li> <li>⇒ Talk about position up to 5 and begin to talk about position up to 10</li> </ul> </li> <li>▪ Count objects, actions and sounds               <ul style="list-style-type: none"> <li>⇒ Up to 10, in context of □ daily routine □ sharing □ turn taking</li> <li>⇒ Count objects in an irregular arrangement</li> </ul> </li> <li>▪ <b>Begin to</b> estimate number of objects up to 10 then check by counting</li> <li>▪ Subitise 5 objects (quick recall without counting)</li> <li>▪ Link the number symbol (numeral) with its cardinal number value to 10               <ul style="list-style-type: none"> <li>➤ Sequence numbers and make towers to match the value</li> <li>➤ Make a staircase using the Cuisenaire rods 1-10, recognising the rods values</li> <li>➤ Sequence Numicon 1-10 to represent the values</li> </ul> </li> <li>▪ Compare quantities up to 10.. <i>more/less/fewer/greater</i></li> <li>▪ Understand 'one more/less than' to 10               <ul style="list-style-type: none"> <li>⇒ Use sentence ... <i>six is one more than five</i></li> </ul> </li> <li>▪ <b>Begin to</b> explore the composition of numbers to 10</li> <li>▪ Recall number bonds to 5               <ul style="list-style-type: none"> <li>⇒ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... <i>altogether, more/now, add, and, plus, equals</i></li> <li>⇒ To find the total number of items (up to 10) in a group by taking away/subtracting, using a range of manipulatives...<i>how many, left, subtract, take away, altogether</i></li> <li>⇒ Use the <i>part-part whole method</i> to find the whole or 2 split the whole into 2 parts.</li> </ul> </li> </ul> | <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>▪ Have a deep understanding of number to 10, including the composition of each number               <ul style="list-style-type: none"> <li>➤ To be able to recall different ways to make each number to 10, including known number facts</li> </ul> </li> <li>▪ Subitise (recognise quantities without counting) up to 5               <ul style="list-style-type: none"> <li>➤ Play games with a dice to recognise the dots</li> <li>➤ To recall the value of Numicon and Cuisenaire rods</li> </ul> </li> <li>▪ 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.               <ul style="list-style-type: none"> <li>➤ Daily maths warm up</li> <li>➤ Use narrative to recall the number bonds, eg, If I had 2 ice creams, how many more would I need to make 5?</li> <li>➤ Emphasise the number bonds through using STEM sentences, '<i>2 and 3 makes 5.</i>' '<i>5 take away 0=5</i>'</li> </ul> </li> <li>▪ Verbally count beyond 20, recognising the pattern of the counting system, <i>eleven to thirty</i> <ul style="list-style-type: none"> <li>➤ Daily routine, count how many children we have in today</li> <li>➤ Count on and count backwards, using a number track, <i>forwards, backwards, counting on, after, before</i></li> </ul> </li> <li>▪ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>▪ Explore and represent patterns within numbers up to 10, including evens and odds, double facts               <ul style="list-style-type: none"> <li>➤ Demonstrate concrete manipulatives to double and halve numbers. Sort dominoes into doubles and non- doubles, Add matching spots to a ladybird.</li> <li>➤ Show how a number is <i>odd or even</i></li> <li>➤ Identify doubles to 5, <i>double, halve, groups, share</i></li> </ul> </li> <li>▪ Quantities can be distributed equally.</li> </ul> |

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| <ul style="list-style-type: none"> <li>⇒ Create shape picture ...consolidate ...<i>2D shape names</i></li> <li>⇒ Describe 2d and 3d shapes – <i>Focus on stacking and rolling, Flat, solid, round, curved, sphere, cylinder, cube, cuboid, square, rectangle, triangle, circle, sides, face, corners</i></li> <li>➤ To make a link between numbers to 4 and shapes, eg, a square has 4 sides, 4 corners...</li> <li>⇒ Put shapes together to make new shape ... <i>fit, turn</i></li> <li>⇒ Sorting objects into 2 groups...<i>similarities, differences, sort, size, colour, shape, describe</i></li> <li>▪ Continue, copy and create repeating patterns <ul style="list-style-type: none"> <li>➤ Describe patterns</li> <li>➤ Continue patterns with 2 attributes</li> <li>➤ Create patterns with different shapes/objects/sizes</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>⇒ To represent number bonds to 10 in a <i>tens frame</i></li> <li>⇒ To use <i>Cuisenaire rods</i> to represent different ways to make 10</li> <li>⇒ To use a narrative to add/subtract to 10</li> <li>⇒ To use STEM sentences to embed facts... <i>8 plus 2 makes 10/ 10 take way 3 equals 7</i></li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>▪ Compare length, height, weight and capacity <ul style="list-style-type: none"> <li>⇒ Order 2-3 items by length, height and weight</li> <li>⇒ To compare items using comparative language, <i>lighter, heavier, heaviest, lightest, longest, shortest, longer, shorter, taller, tallest</i></li> </ul> </li> <li>▪ Begin to compose and decompose shapes within provision, linked to challenges, eg, build a dinosaur using 2d shapes, design a rocket... <ul style="list-style-type: none"> <li>➤ Recognise 2d shapes</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>➤ Demonstrate that even numbers can be shared equally into 2 equal groups, <i>even equal, group</i></li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>▪ Compose and decompose shapes within practical activities <ul style="list-style-type: none"> <li>➤ Recognise 2 d <i>shapes, square, rectangle, circle, triangle</i></li> <li>➤ Recognise shape can be put together</li> <li>➤ Build and represent a new shape by combining 2 or more shapes</li> <li>➤ Make a link to how numbers and shapes can be partitioned.</li> </ul> </li> <li>▪ Continue, copy and create more <i>complex</i> repeating patterns</li> <li>▪ Volume and capacity <ul style="list-style-type: none"> <li>➤ measure and begin to record the following: capacity and volume</li> <li>➤ compare, describe and solve practical problems for capacity and volume, <i>for example, full/empty, more than, less than, half, half full, quarter</i></li> </ul> </li> <li>▪ Measure and compare short periods of time <ul style="list-style-type: none"> <li>➤ Use sand timers, stop watches</li> </ul> </li> <li>▪ How many hops, jumps etc can you do in 30 seconds/1 minute?</li> <li>▪ Order and sequence familiar events <ul style="list-style-type: none"> <li>➤ Sequence morning routine at home, sing 'Here we go round the Mulberry Bush'</li> <li>➤ Read focus Texts about Time, eg, What's the Time Mr Wolf,</li> <li>➤ Outside, play the game 'What's the time Mr.Wolf?'</li> <li>➤ A typical day at school,.Take photos of each significant part of the <i>day, morning, afternoon, early, late, day, night</i></li> </ul> </li> <li>▪ Become familiar with a clock face and hands <ul style="list-style-type: none"> <li>➤ Introduce hour hand, minute hand, o'clock</li> <li>➤ Make their own clocks.</li> <li>➤ Sequence numbers 1-12</li> </ul> </li> </ul> |
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**UNDERSTANDING THE WORLD** □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

**EYFS 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.

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| <b>Autumn</b> | <b>Spring</b> | <b>Summer</b> |
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**Learning Priorities: [Linked to Development Matters 2021](#)**

## Past and Present

- ⇒ *Begin to make sense of their own life-story and family's history*
- ⇒ **Begin to** comment on images of familiar situations in the past
- ⇒ When they were younger ... *past, history, long ago*

## People, Culture & Communities

- ⇒ Talk about members of their immediate family and community
- ⇒ Describe family members ... *grandparent, older, younger*
- ⇒ Understand that there are many different types of families ... *parent, step-sister / brother / mum / dad, similar, different*
- ⇒ Name and describe people who are familiar to them
- ⇒ People in their local / school community... *site manager, office manager, lolly pop person, shop keeper*
- ⇒ **Begin to** understand that some places are special to members of their community
- ⇒ Talk about special places they go with their family... *places of worship visited by children*
- ⇒ **Begin to** recognise that people have different beliefs and celebrate special times in different ways
- ⇒ Understand how different people celebrate birthdays
- ⇒ Develop a knowledge and awareness of other festivals ... *Harvest, Diwali, Christmas*

## Natural World

- ⇒ Explore the natural world around them
- ⇒ Leaves □ sort by shape/size □ **begin to** identify some local tree species ... *nature, natural*
- ⇒ Describe what they see, hear and feel whilst outside
- ⇒ Leaf shape, size & colour... *shape and colours words e.g. long, spiky, gold, rust, orange*
- ⇒ Understand the effect of changing seasons on the natural world around them – *Autumn into Winter*
- ⇒ Observe / talk about changing □ seasons ... *season, summer, autumn, winter* □ changes in autumn ... *temperature, change, hibernation, darker, weather, wind*
- ⇒ Describe the sounds of Autumnal leaves on the ground- *crunch, scrunch, rustling*
- ⇒ Link to text 'The leaf Thief'
- ⇒ Link to Andy Goldsworthy art- create Autumnal sculptures
- ⇒ Understand the effect of changing seasons on the natural world around them

\* Develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

## Past and Present

- Comment on images of familiar situations in the past

## People, Culture & Communities

- Talk about members of their immediate family and community
- Through show and tell opportunities
- Continue to learn about different occupations through role play experiences
- Name and describe people who are familiar to them (See Autumn Term)
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Continue to learn and develop an awareness of other festivals and embed previous knowledge- *Chinese New Year, Holi, Hinduism, Easter*
- Recognise some similarities and differences between life in this country and other countries
- Compare and Contrast familiar celebrations to those of a different culture
- Link to Indian Art (See Creating materials) *Hinduism, Gods,*

## Natural World

- Continue to explore the natural world around them
- Changes in Seasons- *Winter to Spring*
- To look after the outside area- water and care for seeds which have been planted.
- Describe what they see, hear and feel whilst outside
- Describe how ice feels
- Describe the sounds of Autumnal leaves on the ground- *crunch, scrunch, rustling*
- Observe and describe signs of Spring - *stem, petals, flower, leaves, buds, blossom, ladybirds, bees, insects, seedlings*
- Sow seeds – plant – observe growth of vegetables and flowers
- Link to focus text- Bears- *Winter, Spring, hibernation*
- 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.

\* **Continue to** develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

## Past and Present

- Talk about the lives of the people around them and their roles in society
- Continue to embed 'Occupational' knowledge through role play opportunities
- Learn about the role of a farmer on our visit to the farm
- Discuss and comment on their family members and jobs that they do
- Know some similarities and differences between things in the past
- Draw 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.
  - Link to focus texts, *Long ago, Once upon a time..*

## People, Culture & Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Maps of the school
- Aerial photographs of the school and immediate area, *Great Sankey, Warrington*
- To draw a map from school to home- name some geographical features
- To draw and label a map of the outside area
- Link to focus text- Hattie Peck and her Journey home.
- 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
- Pupil Voice- What they have learnt about specific religions/Celebrations.. *Diwali, Holi, Chinese New Year, Red Nose Day...*

## Natural World

- Explore the natural world around them
- Make observations and draw 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
- Pupil Voice
- To be able to give similarities and differences between Warrington/Arctic and Warrington/Australia
- Compare buildings from around the world- London, New York
- To be able to talk about how to look after our environment- Linked to the text 'Somebody swallowed Stanley.'
- Understand some important processes and changes in the natural world around them

- Plant seeds and observe their growth [root, stem, shoot, seedlings, leaves, bud, flower](#)
  - How the seasons have changes from [Spring to Summer](#)
  - Observe the life cycle of a butterfly, frog and chick
- \* [Continue to develop interest in linked:](#) □ [texts across themes, fiction and non-fiction](#) □ [sources of technological information](#)

**EXPRESSIVE ARTS & DESIGN:** □ [Creating with Materials](#) □ [Being Imaginative & Expressive](#)

**EYFS 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 2021](#)**

- Creating with Materials**
- *Draw with increasing complexity and detail, such as representing a face with a circle and including details*
  - *Show different emotions in drawings and paintings*
    - Draw a self-portrait/ Family
  - [Continue to explore colour and colour mixing.](#)
    - Introduce the artist ‘Mondrain’, primary colours, 2d shapes, different kinds of lines- [straight, bumpy, wiggly, zig zag, wavy, spiral](#)
  - Safely use and explore a variety of materials and tools
  - Explore new techniques
  - Talk about new creations
  - [Begin to](#) return to and build upon previous learning

- Being Imaginative & Expressive**
- *Take part in simple pretend play*
    - ⇒ Family / play date role play ... [role, pretend, imagine](#)
  - *Begin to develop complex stories using small world equipment*
  - [Begin to develop storylines in their pretend play – including those linked to focus text ... story language, character, beginning, middle, end](#)
  - [Begin to](#) listen attentively, move to and talk about music, expressing their feelings and responses
    - ⇒ How does the music make me feel? ... [emotions vocabulary \(see PSE\)](#)
  - [Begin to](#) watch and talk about dance and performance art
    - ⇒ What type of dance/music is it? ... [adjectives to describe music; e.g. happy, sad, slow, fast, bouncy](#)
    - ⇒ Watch live music / dance performances linked to festivals ... [perform, celebrate, audience, musician, dancer](#)
  - Sing in a group or on their own

- Creating with Materials**
- Explore and use a variety of artistic effects to express their ideas and feelings.
    - Learn about ‘Matisse’ and develop the skill of [collage](#)
    - Learn about Indian Art- [Mehndi Patterns](#)
    - Continue to explore the art area to express their ideas and feelings
  - Return to and build on their previous learning, refining ideas and developing their ability to represent them.
    - Continue to explore techniques taught from last term- [sculpture, colour mixing](#)
    - Continue to describe and use different kinds of lines to explore different types of art (See Autumn Term)
    - Build up children’s vocabulary to describe different kinds of lines.
  - Create collaboratively sharing ideas, resources and skills
    - Share good practise

- Being Imaginative & Expressive**
- Listen attentively, move to and talk about music, expressing their feelings and responses.
    - Link to PE- Dance linked to [Winter- Snowflake dance](#)
  - Watch and talk about dance and performance art, expressing their feelings and responses.
    - Link to Chinese New Year- [parade, Dragon dancing,](#)
    - Link to PE – Dance linked to [Winter- Snowflake dance](#)
  - Sing in a group or on their own, increasingly matching the pitch and following the melody.
  - Explore and engage in music making and dance, performing solo or in groups.
    - Use rhythm skills and percussion

- Creating with Materials**
- Safely use and explore a variety of materials
    - To be able to use a range of materials, such as [pastels, paint, watercolours, markers,](#)
    - To use a range of tools and techniques, experimenting with colour, design, texture, form and function... [drawing, painting, sculpture, printing, collage, textiles, attach, join, connect, thread, weave, sew, primary colours, secondary colours](#)
  - Share their creations, explaining the process they have used
    - Share models they have made
    - Share, evaluate, reflect, extend ideas, consider ‘how’ and ‘why’ something has happened.
  - Make use of props and materials when role playing characters in narratives and stories.
    - Link to fairy tales and fantasy role play

- Being Imaginative & Expressive**
- Invent, adapt and recount narratives and stories with peers and their teacher;
    - Link to focus texts
    - Use small world /role play/outside area to re-tell and recount narratives using appropriate props, fabric, setting, characters
  - Sing a range of well-known nursery rhymes and songs;
    - To be able to sing focused Rhymes taught throughout the year
  - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
    - Whole School Performance

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| <ul style="list-style-type: none"> <li>⇒ Engage in circle and partner songs, <a href="#">Hello Song</a>, <a href="#">Nursery Rhymes</a></li> <li>⇒ <b>Begin to</b> make own verse for familiar song</li> <li>▪ <b>Begin to</b> explore and engage in music making and dance</li> <li>⇒ Invent and dance / play music to show different emotions<br/>... <i>emotions vocabulary (see PSE)</i></li> </ul> | <ul style="list-style-type: none"> <li>➤ Learning how to play the Ukele- <a href="#">posture</a>, <a href="#">string names</a>, <a href="#">strumming</a></li> <li>▪ Develop storylines in their pretend play. <ul style="list-style-type: none"> <li>➤ Create space stories</li> <li>➤ Role play area- linked to Occupations</li> <li>➤ Small world Area- linked to focus texts</li> </ul> </li> </ul> |  |
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| <b>Calendar of Key School Events</b> | <b>Sept:</b> | <b>Oct:</b> | <b>Nov:</b> | <b>Dec:</b> | <b>Jan:</b> | <b>Feb:</b> | <b>Mar:</b> | <b>Apr:</b> | <b>May:</b> | <b>June:</b> | <b>July:</b> |
|                                      |              |             |             |             |             |             |             |             |             |              |              |

## EVALUATION:

**AUTUMN TERM:**

**SPRING TERM:**

**SUMMER TERM:**