

Sholing Infant School Reception Big Picture Plan – 2024/25

NB-Bold text 'Sticky knowledge'

Areas of Learning	Autumn 1 All about me	Autumn 2 Into the woods Christmas	Spring 1 Heroes Chinese New Year	Spring 2 The Farm	Summer 1 Creepy Crawlies	Summer 2 Under the sea Moving on
Events/foci in addition to children's initial interests and fascinations.	*Bringing in a baby photo *Fairytale dress up day *Porridge making	*Woodland walk *Nativity performance *Christmas party	*Real life hero visitors in *Hero dress up day *Chinese food tasting	*Chicks or ducklings *Farm trip *Baking- Easter nests	*Minibeast Roadshow *Minibeast hunting *Honey sandwiches	*Aquarium trip *Healthy & safe week *Sports day
Songs and Rhymes	Twinkle Twinkle Incy Wincy Spider Wind the bobbin up Row row row your boat When Goldilocks went to the house of the bears Heads, Shoulders, Knees and Toes Hickory Dickory Dock	5 little speckled frogs 5 little ducks 5 little monkeys 5 little fish (Jack Hartman) 5 Little Autumn Leaves	The Wheels on the Bus Row Row Row your boat Humpty Dumpty Ten in the Bed Ten Green Bottles Kung Hey Fat Choi (Twinkl)	Old macdonald Baa baa black sheep Mary had a little lamb Farmer in the den	Please don't squish me I went to the cabbages Incy Wincy Spider There's a worm at the bottom of the garden	Miss polly had a dolly Mary Mary I'm a Little Fish <i>Baby Shark</i> The Little Turtle Rhyme
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.					
Communication and Language	I know new vocabulary. I know how to say a sentences of four to six words I can use social phrases	I know new vocabulary. I use new vocabulary in different contexts. I can use new vocabulary through the day. I can articulate my ideas and thoughts in well-formed sentences.	I know new vocabulary and use it in context throughout the day. I know and can describe events in some detail. I use talk to help work out problems and organise thinking and activities, and to explain how things	I know new vocabulary and use it in context throughout the day. I know and can describe events in some detail. I can use talk to help work out problems and organise thinking and activities, and to explain how things	I know new vocabulary and use it in context throughout the day. I can describe events in some detail. I can use talk to help work out problems and organise thinking and	I know new vocabulary and use it in context throughout the day. I can describe events in some detail. I can use talk to help work out problems and organise thinking

	<p>I can ask questions to find out more and to check I understand what has been said I can answer simple 'why' questions</p> <p>I know how to listen carefully and why listening is important I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I can engage in storytimes.</p>	<p>I can connect one idea or action to another using a range of connectives. I know how to join up a sentence with words like 'because', 'or', 'and' I can ask questions to find out more and to check I understand what has been said</p> <p>I know how to listen carefully and why listening is important I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I can engage in storytimes.</p>	<p>work and why they might happen.</p> <p>I know how to ask questions to find out more.</p> <p>I know how to listen carefully and why listening is important I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p> <p>I know how to retell the story, including story language and the sequence of a text.</p> <p>I know the different between a fiction and non-fiction books.</p>	<p>work and why they might happen.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I know how to ask questions to find out more.</p> <p>I know how to listen carefully and why listening is important I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I know how to retell the story, including story language and the sequence of a text.</p> <p>I can listen to and talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I know some features of non-fiction books.</p>	<p>activities, and to explain how things work and why they might happen.</p> <p>I know how to ask questions to find out more.</p> <p>I know how to listen carefully and why listening is important I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I listen to and talk about stories sharing my understanding.</p> <p>I can retell the story, with a deep familiarity.</p> <p>I can engage in non-fiction books.</p>	<p>and activities, and to explain how things work and why they might happen.</p> <p>I know how to ask questions to find out more.</p> <p>I know how to listen carefully and why listening is important I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I listen to and talk about stories sharing my understanding.</p> <p>I can retell the story, with a deep familiarity.</p> <p>I can engage in non-fiction books.</p>
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<p>Vocabulary</p>	<p>Vocabulary for all: girl, boy, 4, 5, me, you, us different, same, brother, sister,parents,grandparents, birthday, home time, lunchtime, morning, afternoon</p> <p>Vocabulary for most: Photograph,old, new, today, Yesterday, last week, when I was little, now, house, home, flat, joined on, stairs, garden pig, bear, straw, bricks, sticks, rocks, huff puff, porridge, bed, chair, hot, cold, soft, hard</p> <p>Vocabulary for some: Remember, road,bungalow</p>	<p>Vocabulary for all: Wood, forest, trees, trunk, leaves, roots, hunt, plants, acorns/conkers, Autumn, change, same/different, see/hear/smell/feel</p> <p>Vocabulary for most: Fox, badger, owl, rabbit, hedgehog, squirrel Age, birth, birthday, born, gifts, Mary, Joseph, stable, Bethlehem, Jesus, Christmas, special, donkey, star, presents, decorations, singing</p> <p>Vocabulary for some: Environment, pedestrian, celebration</p>	<p>Vocabulary for all: Hero, real life, superhero, Help, doctor, nurse,dentist police officer, firefighter vehicle good/bad/evil</p> <p>Vocabulary for most: Feel, see, hear, smell, taste Autumn, Winter, snow cold, sun/rain, clouds, sky,</p> <p>old/then new/today a long time ago</p> <p>Vocabulary for some: emergency villain</p>	<p>Vocabulary for all: Farm, farm yard, animals, Tractor, born, birth, chicks, eggs, life cycle, new, mother, baby, young, , ducklings, life, spring,</p> <p>Vocabulary for most: calf, kid, foal,</p> <p>behind, next to, up, down, in front of, behind, turn</p> <p>Vocabulary for some: offspring</p>	<p>Vocabulary for all: Insect, minibeast, creepy crawlies, caterpillar, butterfly, life cycle, bee same, different, who, what, when, where, how?</p> <p>Vocabulary for most: Cocoon, pupa, life cycle habitat, soil, pollen/nectar, hive, wax, honey</p> <p>Vocabulary for some: Chrysalis, food chain</p>	<p>Vocabulary for all: Sea, ocean,sea creature, fish, shark, dolphin, whale, turtle, shell, seaweed, float, sink, season, summer same, different</p> <p>Vocabulary for most: Map, globe, Australia, England, country, Coral Reef, Great Barrier Reef Habitat, aquarium</p> <p>Vocabulary for some: Pollution environment</p>
<p>Early Learning Goals</p>	<p>Listening, Attention and Understanding ELG 1 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking ELG 2 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 					

Educational Programme	<p>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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Personal, Social and Emotional	<p>I know I am a valuable individual.</p> <p>I can manage my own needs e.g. ask to go to the toilet, ask for a drink, ask an adult when I need help, put away my book bag and coat</p> <p>I can play alongside others</p> <p>I can build constructive and respectful relationships</p> <p>I know how to express my feelings and can consider the feelings of others.</p> <p>Body safety - I know that my private parts belong only to me and if someone asks to see them I tell them no. -I know who to talk to if I feel unsafe.</p>	<p>I know I am a valuable individual.</p> <p>I can manage my own needs</p> <p>I can build constructive and respectful relationships.</p> <p>I can identify and moderate my own feelings socially and emotionally- I can begin to say when I am feeling happy, sad, tired, angry, calm</p> <p>I can express their feelings and consider the feelings of others. I can think about the perspectives of others.</p> <p>Road/Rail safety I know that I should not cross a road without an adult there to help me I know that I need to stop, look and listen when crossing a road I know the role of a lollipop</p>	<p>I know I am a valuable individual.</p> <p>I can manage my own needs</p> <p>I know how to identify, moderate and express my feelings, consider the feelings of others.</p> <p>I can show resilience and perseverance in the face of challenge.</p> <p>I can think about the perspectives of others.</p> <p>I know why I need to keep my teeth clean, I know why I need enough sleep, I know why I should have limited screen time</p> <p>Safety- Stranger Danger I know that I should stay with my adult when I am out and about I know that I should not go anywhere with a stranger.</p>	<p>I know I am a valuable individual.</p> <p>I can manage my own needs</p> <p>I know how to identify, moderate and express my feelings, consider the feelings of others. I can think about the perspectives of others.</p> <p>I am beginning to notice when other people express feelings such as happy, sad, tired, angry, calm</p> <p>I can show resilience and perseverance in the face of challenge</p> <p>I can talk about some foods that keep me healthy e.g. fruit and vegetables.</p>	<p>I know I am a valuable individual.</p> <p>I can manage my own needs</p> <p>I know how to identify, moderate and express my feelings, consider the feelings of others. I can think about the perspectives of others.</p> <p>I know that what I say can affect other people I know that my actions can affect other people</p> <p>I can show resilience and perseverance in the face of challenge.</p> <p>Online Safety I know that I have to ask my parents before I go online. I know that I shouldn't talk to strangers online.</p>	<p>I know I am a valuable individual.</p> <p>I can manage my own needs</p> <p>I know how to identify, moderate and express my feelings, consider the feelings of others. I can talk how I am feeling about moving to a new class</p> <p>I can think about the perspectives of others.</p> <p>I can talk about why I need to exercise regularly I can talk about why I need to eat healthily</p> <p>Beach and water safety I know that I should not go in the water without an adult watching me.</p>

	<p>-I know I can say no if I don't want to be touched (hugged, tickled etc)</p>	<p>person. I know to stay with my adult when I am near a road/ railway.</p> <p>School safety I know how to keep myself safe in school I know who to talk to in school if I feel unsafe</p>	<p>I know which adults are 'safe strangers' (e.g. police shop workers wearing uniform, knowing what to do if I get lost from my adult)</p> <p>Fire safety I know what to do if the fire alarm goes off in school. I know the fire exit sign and how to leave a building if there is a fire. I know that I should not put anything into an electrical socket.</p>	<p>Body safety I know that my private parts belong only to me and if someone asks to see them I tell them no. I know who to talk to if I feel unsafe.</p>	<p>Road/Rail safety (revisited) I know that I should not cross a road without an adult there to help me. I know that I need to stop, look and listen when crossing a road I know the role of a lollipop person. I know to stay with my adult when I am near a road/ railway.</p>	<p>I know when it is safe to go into sea. I know I should stay with adults at the beach</p> <p>Sun safety I know that I need to wear sun cream in the sun to protect my skin. I know that I need to wear a sun hat and sunglasses in the sun to protect my face and eyes.</p>
Early Learning Goals	<p>Self-Regulation ELG 3 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG 4 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Building Relationships ELG 5 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 					

Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence					
Physical Development Including PE, Gross & Fine Motor Skills	<p>I know the skills I need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes • personal hygiene <p>I can use my core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes</p> <p>Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient- ongoing every half term</p>	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes • personal hygiene <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. I know how to hold my pencil correctly. I know how to use scissors and a knife, fork and spoon correctly.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, climbing</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, climbing, walking, running, hopping, skipping</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions</p>	<p>Further develop and refine a range of ball skills including: throwing, catching,</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p>

Early Learning Goals	<p>Gross Motor Skills ELG 6 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills ELG 7 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 					
Educational Programme	<p>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).</p>					
Core texts	<ul style="list-style-type: none"> • Goldilocks and the Three Bears • The 3 Little Pigs • Hansel and Gretel 	<ul style="list-style-type: none"> • We're going on a Bear Hunt • The Gruffalo • Stick Man 	<ul style="list-style-type: none"> • Supertato • The Three little Superpigs • Non-fiction books on real life 999 heroes 	<ul style="list-style-type: none"> • What the Ladybird Heard • Farmer Duck <p>Additional-</p> <ul style="list-style-type: none"> • The Little Red Hen 	<ul style="list-style-type: none"> • Bumblebear • Superworm 	<ul style="list-style-type: none"> • Sharing a shell • Rainbow Fish • Someone Swallowed Stanley
Supplementary texts to support overarching topic themes	<ul style="list-style-type: none"> • Ladybird classic fairy stories • Dogger/wheels (Shirley Hughes) • Eat up Gemma (Sarah Hayes) • Amazing Grace (Mary Hoffman and Caroline Birch) • Pee-Po (Ahlberg) 	<ul style="list-style-type: none"> • We're going on a lion hunt (David Axtell) • Major Glad and Major Dizzy (Jan Oke) • Naughty Bus (Jan Oke) • A dark, dark tale (Ruth Browne) • None the number (Oliver Jeffers) 	<ul style="list-style-type: none"> • Cleversticks (Chinese. Bernard Ashley) • The seven chinese sisters (Kathy Tucker) • The Year in the city (Kathy Henderson) • Supertato stories • Florence Nightingale – life and times non-fiction 	<ul style="list-style-type: none"> • The Enormous Turnip • Cock a doodle do, farmyard hullabaloo (poetry and rhyme) • Oliver's vegetables (Vivian French) • Oliver's milkshake • Handa's surprise (Eileen Browne) • The feather (Dot Cleeve and Kim Harley) 	<ul style="list-style-type: none"> • Mad about minibeasts (poetry and rhyme) • The very hungry caterpillar (Eric Carle) • The crunching munching caterpillar (Sheridan Cain) • The bad tempered ladybird (Eric Carle) 	<ul style="list-style-type: none"> • Commotion in the ocean (poetry and rhyme) • Barry the fish with fingers • The fish who could wish (John Bush) • The world came to my place today (Jo Readman) • Non-Fiction txts

Literacy

Phase 1 – Aspect 1-7 – Continuous Provision for children who are not blending.

LWL&S Phonics Progression

LWL&S Reading Programme

Word Reading

	Phase 2 graphemes
Week 1	s a t p
Week 2	i n m d
Week 3	g o c k
Week 4	ck e u r
Week 5	h b f l

	New tricky words
Week 1	
Week 2	
Week 3	is
Week 4	I
Week 5	the

I know individual letters by saying the sounds for them.

I can blend short words.

I can read a few common exception words.

I recognise my name

Writing

I am giving meaning to marks
Encouraging children to hold a pencil correctly and say what their marks mean.

- Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds

Word Reading

	Phase 2 graphemes
Week 1	ff ll ss j
Week 2	v w x y
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch
Week 4	sh th ng nk
Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (this) and with s /z/ added at the end (bas)

	New tricky words
Week 1	put* pull* full* as
Week 2	and has his her
Week 3	go no to into
Week 4	she push* he of
Week 5	we me be

I can read some letter groups that each represent one sound and say sounds for them.

I can read a few common exception words.

I know how to blend with taught graphemes

I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Writing - I can:

- I can write a label or list
- I can write a simple caption
- Segment and record words with taught graphemes.

Word Reading

	Phase 3 graphemes
Week 1	ai ee igh oa
Week 2	oo oo ar or
Week 3	ur ow oi ear
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff
Week 5	longer words

	New tricky words
Week 1	
Week 2	was you they
Week 3	my by all
Week 4	are sure pure
Week 5	

I can read some letter groups that each represent one sound and say sounds for them.
I can read a few common exception words.

I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.

Writing - I can:

- I can write captions with common exception words and finger spaces.
- Begin to form lower-case and capital letters correctly.
- Segment and record words with taught graphemes.

Word Reading

	Phase 3 graphemes
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear
Week 2	review Phase 3: er air words with double letters longer words
Week 3	words with two or more digraphs
Week 4	longer words words ending in –ing compound words
Week 5	longer words words with s in the middle /z/ s words ending –s words with –es at end /z/

	No new tricky words
Week 1	Review all taught so far
Week 2	Secure spelling
Week 3	
Week 4	
Week 5	

I can read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Writing - I can:

- Start to form lower-case and capital letters correctly.
- Write and spell common exception words correctly
- Segment and record words with taught graphemes.

Word Reading

	Phase 4
Week 1	short vowels CVCC
Week 2	short vowels CVCC CCVC
Week 3	short vowels CVCC CCVC CCVC CCVC
Week 4	longer words compound words
Week 5	root words ending in –ing, –ed /t/, –ed /d/ /ed/, –ed /d/

	New tricky words
Week 1	said so have like
Week 2	some come love do
Week 3	were here little says
Week 4	there when what one
Week 5	out today

I can read a few common exception words.
I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few common exception words.

I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.

Writing - I can:

- Form lower-case and capital letters correctly.
- Write short sentences by segmenting unfamiliar words and spelling known tricky words correctly.

Word Reading

	Phase 4 graphemes
Week 1	long vowel sounds CVCC CCVC
Week 2	long vowel sounds CCVC CCVC CCVC CCVC
Week 3	Phase 4 words ending –s /z/
Week 4	Phase 4 words ending –es longer words
Week 5	root word ending in –ing, –ed /t/, –ed /d/ /ed/, –ed /d/

	No new tricky words
Week 1	Review all taught so far
Week 2	Secure spelling
Week 3	
Week 4	
Week 5	

I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.

Writing - I can:

- To start to introduce adjectives into writing.
- To start to edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop.
- Form lower-case and capital letters correctly.

	<p>I can:</p> <ul style="list-style-type: none"> • Use one handed tools • Use comfortable grip and show good control with pencil • Show a preference for a dominant hand 					
Curriculum Goals	<ul style="list-style-type: none"> • Write some/all of name • Write some letters accurately • Saying sounds for individual letters 	<ul style="list-style-type: none"> • Children spell words by segmenting with taught graphemes • Start to record short, simple captions or sentences by segmenting unfamiliar words and spelling known tricky words correctly. 	<ul style="list-style-type: none"> • Children starting to remember to use a capital letter, finger spaces and a full stop for each sentence • Children re-read what they have written to check that it makes sense. 			
Early Learning Goals	<p>Comprehension ELG 8 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG 9 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing ELG 10 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 					

Educational Programme	<p>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.</p>		
Maths NCETM Mastering Number	<p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts <p>SSM opportunities: matching, sorting and comparing, height, size, weight, basic 2D shape, night and day, repeating patterns, positional language</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p>SSM opportunities: morning, afternoon and evening, positional language, height, length, weight, capacity, 2D shape, 3D shape, pattern, spatial awareness</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek <p>SSM opportunities: positional language, height, length, weight, capacity, 2D shape, 3D shape, pattern, spatial awareness</p>

Early learning goals	<p>Number ELG 11 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns ELG 12 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 					
Educational Programme	<p>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.</p>					
<p>Knowledge and Understanding of the World</p> <p><i>Foundations in Science, History, Geography, RE and Computing</i></p> <p>-</p>	<p>I can talk about members of their immediate family and community (e.g. who I live with, other family members)</p> <p>I can comment on images of familiar situations in the past- I can talk about how I have changed since I was a baby</p> <p>I Know that stories can help me learn about the past. I can compare and contrast characters from stories, including figures from the past (LPBD- Mary Anning, Helen Keller)</p>	<p>Talk about members of their immediate family and community.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I Know that stories can help me learn about the past. I can compare and contrast characters from stories, including figures from the past. (LPBD- King Charles, Jesus)</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. e.g. naming real life heroes doctor, nurse, firefighter, police officer. I can talk about how they help us.</p> <p>I Know that stories can help me learn about the past.</p> <p>I can compare and contrast characters from stories, including figures from the past (LPBD- Grace Darling, Captain Tom)</p>	<p>Talk about members of their immediate family and community.</p> <p>I can comment on images of familiar situations in the past (comparing farming then and now through stories such as Litte Red Hen and Enormous turnip)</p> <p>I Know that stories can help me learn about the past.</p> <p>I can compare and contrast characters from stories, including figures from the past. (LPBD- Albert Eienstein)</p>	<p>Talk about members of their immediate family and community.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I Know that stories can help me learn about the past. I can compare and contrast characters from stories, including figures from the past. (LPBD- Charles Darwin, Jane Goodall)</p>	<p>Talk about members of their immediate family and community.</p> <p>I can comment on images of familiar situations in the past I can talk about my time in Reception</p> <p>I Know that stories can help me learn about the past. Compare and contrast characters from stories, including figures from the past. (LPBD- David Attenborough)</p>

	<p>I know that people have different beliefs and celebrate special times in different ways.</p>	<p>I know that people have different beliefs and celebrate special times in different ways.</p> <p>I know that Christians believe Jesus was born at Christmas.</p> <p>I know some ways that special times are celebrated e.g. Halloween, Bonfire night, Diwali, Remembrance Day, Christmas</p> <p>I know that some places are special to members of their community e.g. Church at Christmas</p>	<p>I know that people celebrate special times in different ways e.g. Chinese New Year</p>	<p>I know that people have different beliefs and celebrate special times in different ways e.g. Easter, Ramadam, Eid</p> <p>I know that some places are special to members of their community. e.g. Church at Easter, Mosque at Ramadam and Eid</p>	<p>I know that people have different beliefs and celebrate special times in different ways. e.g. Si Lankan New Year</p>	<p>I know that people have different beliefs and celebrate special times in different ways.</p>

	<p>I can talk about where I live e.g. my home, favourite places nearby</p> <p>I know land uses in my immediate environment (playground, school) I know what the areas around me are used for (e.g. playground, garden, grassed area, and classroom)</p> <p>I Know the name of and can talk about my school.</p>	<p>I can draw information from a simple map. e.g. spot simple features such as mud grass, forest, river</p> <p>I can reference location of features in my local context using simple directional language.</p> <p>I can identify key parts of the school and grounds from an aerial photograph.</p>	<p>I can draw information from a simple map. e.g. know that China is another country on a world map</p> <p>I can talk about where I live (e.g. know that the country I live in is named England)</p> <p>I recognise some similarities and differences between life in this country and life in other countries e.g. China and England for new year</p>	<p>I can draw information from a simple map. e.g. identify simple farm locations such as barn, pond, cow shed, field e.g. give simple directions- up, down, past, around</p>	<p>I can draw information from a simple map. e.g. identify local features on a map such as school, zebra crossing, field, park e.g. give simple directions- up, down, past, around e.g. draw my own simple map</p>	<p>I can draw information from a simple map. e.g. know where England and Australia are</p> <p>I recognise some similarities and differences between life in this country and life in other countries, and know some environments are different to mine e.g. comparing with Australia and the Great Barrier Reef</p>
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	<p>I can explore different natural materials found in the environment .g. wood, straw, brick, sticks, stone I can describe some basic properties- hard, strong, soft, bendy</p> <p>I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>I can talk about how humans grow and change (lifecyle)</p> <p><u>Computing</u> I can control toys and devices</p>	<p>I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>I can explore the natural world around me, describing what I see, hear and feel whilst outside (school grounds) I can talk about common signs of Autumn and describe seasonal changes (in relation to the tree in EYFS playground)</p> <p><u>Computing</u> I can control toys and devices I can recognise and be able to use different devices I can use apps on a tablet</p>	<p>Exploring simple forces- magnets</p> <p>I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>I can explore the natural world around me, describing what I see, hear and feel whilst outside (school grounds) I can talk about common signs of Winter and describe seasonal changes (in relation to the tree in EYFS playground)</p> <p><u>Computing</u> I can control toys and devices I can recognise and be able to use different devices I can use apps on a tablet</p>	<p>I can explore the natural world around me e.g. name some common farm animals and their young, know that some food grows in the ground and can be made into other products</p> <p>I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>I can explore the natural world around me, describing what I see, hear and feel whilst outside (school grounds) I can talk about common signs of Spring and describe seasonal changes (in relation to the tree in EYFS playground)</p> <p>I can name some spring flowers- daffodil, crocus, tulip, daisy, buttercup</p> <p><u>Computing</u> I can control toys and devices I can recognise and be able to use different devices I can use apps on a tablet</p>	<p>I can explore the natural world around me e.g. identify and name some minibeasts, talk about simple features, life cycle of a caterpillar and a bee. Compare minibeast environments, e.g. under logs, in tall grasses- which minibeasts live there?</p> <p>I can talk about some of the things I have observed</p> <p>I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p><u>Computing</u> I know to talk to someone I trust if something upsets me online</p>	<p>I can explore the natural world around me e.g. name some common British and tropical sea creatures</p> <p>I can talk about some of the things I have observed</p> <p>I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>I can explore the natural world around me, describing what I see, hear and feel whilst outside (school grounds) I can talk about common signs of Summer and describe seasonal changes (in relation to the tree in EYFS playground)</p> <p><u>Computing</u> I can control toys and devices I can recognise and be able to use different devices I can use apps on a tablet</p>
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Early learning goals	<p>Past and Present ELG 13 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities ELG 14 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>The Natural World ELG 15 Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 					
Educational Programme	<p>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.</p>					
Expressive Arts and Design Art	<p>Artist link:</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can mix poster paint to create new colours (pink)</p>	<p>Artist link: Gustav Klimt- apple tree Kandinsky- circles and squares</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can mix poster paints to create new colours (e.g. secondaries) I can paint with different tools (e.g. brushes, fingers tips, Q tips, sponges)</p>	<p>Artist link: Kandinsky- valentines hearts Mondrian</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can create a picture using water colours</p>	<p>Artist link: Joanna Rose Tidey (local artist)</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can make lighter and darker shades e.g. using water colours I can draw what I see (simple observational drawing)</p>	<p>Artist link: Van Gogh- sunflowers Eric Carle</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can draw what I can see (sketching skills)</p>	<p>Artist link: Paul Klee- fish magic Matisse- gold fish</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can use oil pastels to draw what I see (observational drawing)</p>

	<p>I know how to create collaboratively, sharing ideas, resources, and skills.</p> <p>I can develop storylines in their pretend play.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p>	<p>I know how to create collaboratively, sharing ideas, resources and skills.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can watch and talk about dance and performance art, expressing their feelings and responses. e.g. The nutcracker</p> <p>I can explore and engage in music making and dance, performing solo or in groups. -Christmas nativity</p>	<p>I can return to and build on my previous learning, refining my and developing my ability to represent them.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can watch and talk about dance and performance art, expressing their feelings and responses. e.g. Dragon/lion dance</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can return to and build on my previous learning, refining my and developing my ability to represent them.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can return to and build on my previous learning, refining my and developing my ability to represent them.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can watch and talk about dance and performance art, expressing their feelings and responses. e.g. The nutcracker</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can return to and build on my previous learning, refining my and developing my ability to represent them.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can watch and talk about dance and performance art, expressing their feelings and responses. e.g. The nutcracker</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p>
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Expressive Arts and Design Design Technology	Knowledge and skills taught and recapped throughout the year						
	Designing	Making	Evaluating	Structures	Mechanisms	Textiles	Food and nutrition
	<p>I can explain what I am making and which materials I am using</p> <p>I can select materials to meet simple design criteria (e.g. shiny)</p> <p>I can select and name the tools I will need (e.g. glue, scissors)</p> <p>I can describe my models or drawings of my ideas</p> <p>I can discuss my work as it progresses</p>	<p>I can create my design using basic techniques</p> <p>I can join components together to build simple structures (e.g. construction toys, junk modelling)</p> <p>I can use scissors to cut straight and curved edges, and hole pinches to punch holes</p> <p>I can use adhesives to join materials (e.g. glue, tape)</p>	<p>I can talk about what I like or dislike about my construction, and begin to say why</p> <p>I can simply talk about changes I made during the making process</p> <p>I can explain how my product works</p> <p>I can talk about how my finished product matches my design</p>	<p>I know how to stack objects to create a structure</p> <p>I can make a structure using different construction materials (e.g. construction toys, junk modelling)</p> <p>I can join components together to build simple structures (e.g. construction toys, junk modelling)</p> <p>I can explain why a structure stands up and why a structure might fall over</p>	<p>I know that sometimes things will move if I push or pull them</p> <p>I know which tools and adhesives I can use to join materials (e.g. glue, tape, split pins, scissors, hole punches)</p> <p>I can create a simple hinge (e.g. flap)</p> <p>I can add wheels and axles to my structure (e.g. construction toys)</p> <p>I can explain how my product works</p>	<p>I know how to notice and describe a pattern</p> <p>I know how to make a pattern (including repeating patterns with three or more colours)</p> <p>I know how to thread by pushing a lace through a series of holes (e.g. lacing)</p> <p>I know how to follow a line by threading</p> <p>I know how to thread beads</p>	<p>I recognise some vegetables and fruits</p> <p>I know that fruits and vegetables are healthy for me to eat</p> <p>I know how to hold a knife safely</p> <p>I know how to stir, spread, knead and shape a range of food and ingredients</p> <p>I know how to work safely and hygienically (e.g. washing my hands, washing equipment)</p>

Expressive Arts and Design Music	Knowledge and skills taught and recapped throughout the year			
	Singing I can join in with speaking and chanting short phrases I can join in whole class singing I know how to 'call and copy' when singing I know some simple nursery rhymes Know how to sing a melody (tune) I am beginning to be aware of pitch (e.g. beginning to identify where a sound is low or high) I can change my voice to express different moods /feelings (e.g. happy, sad) I can do some actions to co-ordinate with a song	Listening and appraising I can respond to sounds by talking about them or physically moving to them (e.g. dance) I am beginning to recognise the sounds and name some percussion instruments (e.g. drum, tambourine, shaker, boom whackers) I respond appropriately to a range of classroom songs (e.g. tidy up songs, circle time songs, line up songs) I am beginning to use some musical terms (e.g. louder/quieter, faster/slower, higher/lower)	Composing I know that sounds created by an object can be different I know how to hit or shake an instrument to create different musical effects I can play an instrument with varying pitch (high and low sounds), duration (long and short sounds) and tempo (fast and slow sounds) I know how to express myself with an instrument I can add chosen sound effects at an appropriate moment in a story or song	Performing I can explore different sounds made by my voice, hands, objects and instruments (timbre) I can create high and low sounds (pitch), long and short sounds (duration), loud and quiet sounds (dynamics) and fast and slow sounds (tempo) I can perform songs, rhymes, poems and stories with others I can move to music, beginning to keep in time
Early learning goals	Creating with Materials ELG 16 Children at the expected level of development will: - 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 and Expressive ELG 17 Children at the expected level of development will: - 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.			

<i>PPG opportunities</i>	Additional small group story/singing times to ensure children know some traditional tales and nursery rhymes	Pre-teach of main topic vocabulary Tree hunt around school site, what leaves can we find? What signs of Autumn are there?	Pre-teach of main topic vocabulary Extra story time with TA focussing on non-fiction (people who help us, discussing what they do)	Pre-teach of main topic vocabulary Additional group time with TA to ensure pupils recognise and can name basic farm animals- pig, sheep, horse, goat, duck, chicken, cow	Pre-teach of main topic vocabulary Mini-beast hunt, which minibeasts can we name and identify? Visit to see caterpillars/butterflies in Year 2.	Pre-teach of main topic vocabulary
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