

RECEPTION

EYFS CURRICULUM MAP September 2022

Areas of Learning	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Theme / interests/lines of enquiry</u>	All ABOUT Me Autumn Family Healthy Eating - looking after our bodies Farm in a box Welcome Mass	Colour / Christmas Autumn / Winter Bonfire Night Halloween Remembrance day Birthdays Christmas story	Winter wonderland Winter Weather Cold animals Penguins Chinese New Year	The World around us (People who help us) Shrove Tuesday Easter New life - planting Spring Comparing environments - trip - Farm / ushaw	All creatures great and small Frog / butterfly / plant life cycle Insects / safari / jungle / farm Growth	Journeys Summer Change / transition Past and present Graduation Journeys around the world - other countries comparing
<u>Books to supplement learning</u> (not limited to these choices)	Starting School - Janet & Allan Ahlberg Alfie's feet - Shirley Hughes Smartest Giant in town - Julia Donaldson Supertato series - Paul Linnett & Sue Hendry Captain Duck - Jez Alborough Duck in a truck - Jez Alborough	Funny Bones - Alan Hlberg Room on a broom - Julia Donaldson Winnie the witch - Valerie Thomas & Korky Paul Big red bath - Julia Jarman Brown bear, brown bear what do you see - Eric Carle Alfie's birthday - Shirley Hughes Nativity Jesus' christmas party - Nicholas Allen Father Christmas needs a wee - Nicholas Allen Elmer - David McKee	Stickman - Julia Donaldson Elmer in the snow - David McKee It was a cold dark night - Tim Hopgood Polar bear, Polar bear what do you hear - Eric Carle One Winters Day - Christina Butler One Snowy Night - Nick Butterworth Snow bears - Martin Waddell The Emperor's egg - Martin Jenkins	Flashing fire engines - Tony Mitton & Ant Parker - What the ladybird heard - Lydia Monks People who help us - non fiction books Ness the nurse Nick Sharratt Real Superheroes - Julia Seal Handas surprise - Eileen Young Simon Sock - Sue Hendraz & Paul Linnett Percy the parkkeeper - Nick Butterworth	Teeth Sharing a shell - Julia Donaldson A squash and a squeeze - Julia Donaldson Rumble in the jungle - Giles Andreae & David Wojtowycz Zog - Julia Donaldson The very hungry caterpillar - Eric Carle Tiddler - Julia Donaldson Hairy MaClary - Lynley Dodd Gruffalo - Julia Donaldson	On the way home - Jill Murphy What the ladybird heard - Lydia Monks The snorgh and the sailor - Will Buckingham Snail and a whale - Julia Donaldson The Jolly Postman - Janet & Allan Ahlberg Mr Gumpy's motorcar - John Birmingham Please Don't chat to the bus driver - Shen Roddie Oi get off our train - John Birmingham Noah's Ark The pirates next door - Johnny Duddle
<u>Communication and Language</u>	-Understand how to listen carefully and why listening is important -Engage in storytimes -Learn new vocabulary -Use new vocabulary	-Ask Questions to find out more and to check they understand what has been said to them -Develop social phrases -Engage in story times	-Articulate their ideas and thoughts in well-formed sentences -Connect one idea or action to another using a range of connectives	-Engage in non fiction books -Listen to and talk about selected non fiction to develop familiarity with new knowledge and	-Listen to and talk about stories, build familiarity and understanding -Engage in non fiction books -Listen to and talk about	-Retell a story once they have developed a deep familiarity with the text -Some as exact repetition and some in their own words

	-Learn rhymes, poems and songs	-Listen carefully to rhymes and songs, paying attention to how they sound	-Describe events in some detail	vocabulary -Use talk to help work out problems and organise thinking and activities	-Explain how things work and why they might happen -Use new vocabulary in different contexts	-Use new vocabulary in different contexts
Physical Development	<p>Athletics</p> <ul style="list-style-type: none"> -Experiment with running, jumping, hopping and stopping -changing dynamics - walk slowly/quickly -handle equipment safely -perform basic actions 	<p>Games</p> <ul style="list-style-type: none"> -play on their own and with others, - keeping themselves safe by finding a space. -avoiding others by controlling their bodies so they don't fall over, move forwards, sideways, backwards at different speeds and with increasing control 	<p>Dance</p> <ul style="list-style-type: none"> -Maintain attention and concentrate when exploring and performing in dance activities -Demonstrate rhythmical response -express feelings through movement 	<p>Gymnastics</p> <ul style="list-style-type: none"> -Balance and stretch - what is a balance, - balancing on body parts / pints of balance -Explore five basic shapes - straight/tucked/star/straddle/pike - explore side stepping, skipping, jumping, sliding, crawling 	<p>Orienteering</p> <ul style="list-style-type: none"> -begin to identify where things are on a simple map -begin to use simple maps and diagrams to follow a trail -begin to work and behave safely when working cooperatively with others - begin to select appropriate equipment for a task 	<p>Games</p> <ul style="list-style-type: none"> -play on their own and with others, keeping themselves safe by finding a space. -avoiding others by controlling their bodies so they don't fall over, move forwards, sideways, backwards at different speeds and with increasing control -Join in games with others (sports day) -Take turns -Stay within boundaries of a game
	<ul style="list-style-type: none"> -Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport -Develop small motor skills so that they can use a range of tools competently, safely and confidently including utensils to eat and pencils to write. 					

Personal, Social, Emotional development	<ul style="list-style-type: none"> -see themselves as a valuable individual -build constructive and respectful relationships -Express their feelings and consider feelings of others 		<ul style="list-style-type: none"> -Show resilience and perseverance in the face of a challenge -Identify and moderate their own feelings socially and emotionally 	<ul style="list-style-type: none"> -think about the perspective of others -manage their own needs 		
The above statements have been separated for extra focus but all will apply ongoing throughout the year for reception cohort.						
Literacy	<ul style="list-style-type: none"> -Read individual letters by saying the sounds for them -Name writing - correct letter and case -Pencil grip -Writing initial sounds 	<ul style="list-style-type: none"> -Blend sounds into words, so that they can read short words made up of known letter sound correspondences -Identifying initial and final sounds when writing -Begin to read some letter groups that each represent one sound and say sounds for them 	<ul style="list-style-type: none"> -Read some letter groups that each represent one sound and say sounds for them -read a few common exception words -Writing simple words; cvc 	<ul style="list-style-type: none"> -Read simple phrases and sentences made up of words with known letter - sound correspondences and, a few exception words -Re-read books to build confidence in word reading, fluency, understanding and enjoyment -Labels and caption writing 	<ul style="list-style-type: none"> -form lower-case and capital letters correctly -Spell words by identifying the sounds and then writing the words with letter/s -Captions and simple sentences 	<ul style="list-style-type: none"> -write short sentences with words with known letter sound correspondence -using a capital letter and a full stop. -Some HF words are spelt correctly -re-read what they have written to check that it makes sense.
Phonics	<ul style="list-style-type: none"> RWI - set 1 sounds (32) Introduced children to a new sound daily, -revisit previously taught sounds -introduce oral blending. -Fred talking vc and cvc words from Lesson plans 1.1-1.6 -Robot writing letter formation each new sound and a previously taught sound. 	<ul style="list-style-type: none"> RWI - set 1 sounds (32) Introduced children to a new sound daily, -revisit previously taught sounds -be oral blending. Children will have been introduced to all sounds by the end of this term. -Fred talking vc and cvc words from Lesson plans 1.1-1.6 -Fred in head and speedy reading skills developing. -Magnetic letters to segment vc and cvc words. 	<ul style="list-style-type: none"> As autumn term -lead from word time 1.7 -Spelling vc and cvc - spelling boxes/online as done on magnetic letters. -Ditty sheets, red ditties. -Red word wall - developed weekly with red words from RWi stories 	<ul style="list-style-type: none"> -Word time 1.7 -Spellings 4 -5 a day -Red Ditty -Green level -Introduce set 2 sounds. -Red word working wall, add new sounds from weekly stories. 	<ul style="list-style-type: none"> -Word time 1.7 -Spellings 4 -5 a day -Red Ditty -Green level -Introduce set 2 sounds. -Red word working wall, add new sounds from weekly stories. 	<ul style="list-style-type: none"> -Word time 1.7 -Spellings 4 -5 a day -Red Ditty -Green level -Purple level -Introduce set 2 sounds. -Red word working wall, add new sounds from weekly stories.

		<ul style="list-style-type: none"> -Robot writing letter formation, looking at shape of letters and placing on the line. -Ditty sheets, reading and holding a sentence to record. -Red word wall - reading red words 				
Mathematics WRM	<p>Weeks 1, 2, 3</p> <ul style="list-style-type: none"> -Key times of the day, class routines, where do things belong, exploring the setting <p>Weeks 4, 5, 6</p> <ul style="list-style-type: none"> -Positional language -Match sort and compare amounts -Exploring pattern <p>Week 7, 8, 9</p> <ul style="list-style-type: none"> -Represent 1, 2, 3 -comparing 1, 2, 3 -Composition 1, 2, 3 -circle / triangle <p>Weeks 10, 11, 12</p> <ul style="list-style-type: none"> -represent no's to 5 -one more & one less -Shapes with four sides 	<p>Weeks 1, 2, 3</p> <ul style="list-style-type: none"> -introducing zero -comparing numbers to 5 -composition of 4 & 5 -Compare mass -compare capacity <p>Weeks 4, 5, 6</p> <ul style="list-style-type: none"> -6, 7 & 8 -combining 2 amounts -making pairs -length and height -time <p>Weeks 7, 8, 9</p> <ul style="list-style-type: none"> -counting to 9 & 10 -comparing numbers to 10 - Bonds to 10 -3D shapes -spatial awareness -patterns 	<p>Weeks 1, 2, 3</p> <ul style="list-style-type: none"> -Building numbers beyond 10 -counting patterns beyond 10 -spatial reasoning -match, rotate, manipulate <p>Weeks 4, 5, 6</p> <ul style="list-style-type: none"> -Adding more -taking away -spatial reasoning -compose and decompose <p>Weeks 7, 8, 9</p> <ul style="list-style-type: none"> -deepening understanding pattern and relationships -Spatial reasoning mapping 			
Mastery	<ul style="list-style-type: none"> -identify when a set can be subitised and when counting is needed -subitise different arrangements -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: 	<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 	<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 			

	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		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		using a rekenrek	
UTW	<p>-Talk about members of their immediate family and community- look at photos of themselves and members of their family when they were younger. Look at old black and white photographs - use terminology like old and new, past and present – use Google as a search engine -Name and describe people who are familiar to them -Where we live, do we live in a house? Talk about our houses. -what can we find in crook? Shops, doctors, park, police station, etc - Explore the natural world around them – looking at their school environment and what they see outside in our foundation garden andh compare to the secret garden.</p>	<p>-recognise that people have different beliefs and celebrate special times in different ways -recognise some similarities and differences between life in this country and life in other countries -Using a globe identify land and water - different countries- link to fruit and vegetables and where they grow -Looking at our school grounds - in particular our secret garden - finding natural materials to use in our artwork. -Link to changing seasons what do we notice? -When telling the story of the Nativity talk about how long ago this happened, use language associated with time. How do things differ from then and now - roads, travelling by donkey, clothes, etc -what changes are taking place in the outdoors – link to the changing season/weather - how does water change? Can</p>	<p>-recognise that some environments that are different to the one in which we live -Talk about the weather in different countries and environments - winter wonderland, desert, forest. What animals may live here and what vegetables may grow in these different environments?</p>	<p>-understand that some places are special to members of the community -signs of spring what do we notice what changes are taking place? -disucss the changes in Crook - big supermarkets, markets, shops, cars - past and present, why is it easier/better now, what would have been more difficult for people in the past?</p>	<p>-explore the natural world around them, what changes can they talk about / observe around our school grounds - link to pictures, google earth, maps how do environments differ, in Crook, places we have visited on holidays, look at photographs and pictures -when talking about Emergency services look at how the transport they use has changed from the past to the present.</p>	<p>-draw information from a simple map -Comment on images of familiar situations in the past -compare and contrast characters from stories, including figures from the past -make representation of a map of our classroom / school -Using Beebot to follow simple directions. When discussing different places and how things have changed look at artefacts that could be found in our homes. -contrast the outdoor environment now and how we have seen it change over the school year – what do they notice?</p>

		we experiment with freezing water in the freezer and leaving water outdoors – what happens?				
					A week dedicated to a different country - children will find out about foods, language, costumes, clothes, flag from this country. Look at where this country is on our globe.	
	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>During registration discuss different languages used across the world and use different greetings from France, Spain, Germany. Use Greetings to acknowledge Chinese New Year</p>					
Computing	<ul style="list-style-type: none"> - Use different digital devices. - Recognise that you can access content on a digital device – taking photographs of each other then accessing them on the screen / understanding transferring from one device to another and printing. - Use a mouse, touchscreen or appropriate access device to target and select options on screen – taking photographs - Recognise a selection of digital Devices – google as a search engine etc look at old photographs - Select a digital device to fulfil a specific task, e.g. to take a photo. Using I pads to take photographs of one another / Beebot to follow a simple map / instructions 					
Expressive Arts and Design	<ul style="list-style-type: none"> -Develop storylines in their pretend play -beginning to cut and tear materials -looking at materials and what they do - scissors, tape, glue -explore materials -junk modelling using a variety of materials and tool, talking about what they are using and doing and why they chose this -collaging using natural materials they find in the 	<ul style="list-style-type: none"> -Sing in a group or on their own, increasingly matching the pitch and following the melody -Hygiene -Mixed prepared ingredients -using a blunt knife with support, exploring other utensils - fork, spoon - differing sizes Healthy and unhealthy food options - booking closely at fruits and vegetables and which 	<ul style="list-style-type: none"> -return to and build on their previous learning, refining ideas and developing their ability to represent them Talking about the models and pictures they have made and the materials they have used -printing using a variety of materials and colours, turning their prints into pictures 	<ul style="list-style-type: none"> -create collaboratively sharing ideas, resources and skills -painting using a variety of different tools - spring flowers / signs of spring Using fabric to produce pictures related to Spring - using scissors to cut materials and explore different ways of joining them together 	<ul style="list-style-type: none"> -listen attentively, move to and talk about music, expressing their feelings and responses -Using dough, clay to form a structure/model - adding natural materials we find outdoors in the secret garden to enhance our pictures and models - adding detail _ using artist James Brunt as focus when using materials found in 	<ul style="list-style-type: none"> -watch and talk about dance and performance art, expressing their feelings and responses -Sorting materials and discussing what they are made of (link to recycling)

	secret garden - signs of Autumn	are grown in and out of the U.K -Farm in a box -Drawing bodies, faces looking at detail using mirrors			the outdoors to create pictures	
-Explore, use and refine a variety of artistic effects to express their ideas and feelings -explore and engage in music making and dance, performing solo or in groups						
RE	-Domestic Church - Myself / Judaism - Hannukah	-Baptism - welcome to - God's family / Advent - Jesus' birthday	-Local Church - celebrating in Church -Islam - Prayer Mats	-Eucharist - Gathering -Lent/Easter - growing	-Pentecost - Good News -Reconciliation / anointing of the sick - friends	-Universal Church - - God's wonderful world
Life to the full	Created and loved by God		Created to love others		Created to live in community	

NURSERY

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<u>Books to supplement learning</u> (not limited to these choices)	Starting School - Janet & Allan Ahlberg Alfie's feet - Shirley Hughes Smartest Giant in town - Julia Donaldson Supertato series -Paul Linnett & Sue Hendry Captain Duck - Jez	Funny Bones - Alan Hlberg Room on a broom - Julia Donaldson Winnie the witch - Valerie Thomas & Korky Paul Big red bath - Julia Jarman	Stickman - Julia Donaldson Elmer in the snow - David McKee It was a cold dark night - Tim Hopgood Polar bear, Polar bear what do you hear - Eric Carle	Flashing fire engines- nTony Mltton & Ant Parker - What the ladybird heard - Lydia Monks People who help us - non fiction books Ness the nurse Nick SharrattReal	Teeth Sharin g a shell - Julia Donaldson A squash and a squeeze - Julia Donaldson Rumble in the jungle - Giles Andreae & David Wojtowycz Zog - Julia Donaldson	On the way home - Jill Murphy What the ladybird heard - Lydia MONks The snorgh and the sailor - Will Buckingham Snail and a whale - Julia Donaldson The Jolly Postman -

	Alborough Duck in a truck - Jez Alborough	Brown bear, brown bear what do you see - Eric Carle Alfie's birthday - Shirley Hughes Nativity Jesus' christmas party - Nicholas Allen Father Christmas needs a wee - Nicholas Allen Elmer - David McKee	One Winters Day - Christina Butler One Snowy Night - Nick Butterworth Snow bears - Martin Waddell The Emperor's egg - Martin Jenkins	Superheroes - Julia Seal Handas surprise - Eileen Young Simon Sock - Sue Hendraz & Paul Linnett Percy the park keeper - Nick Butterworth	The very hungry caterpillar - Eric Carle Tiddler - Julia Donaldson Hairy MaClary - Lynley Dodd Gruffalo - Julia Donaldson	Janet & Allan Ahlberg Mr Gumpy's motorcar - John Birmingham Please Don't chat to the bus driver - Shen Roddie Oi get off our train - John Birmingham Noah's Ark The pirates next door - Johnny Duddle
<u>Communication and Language</u>	<ul style="list-style-type: none"> -Engage in storytimes -begin to pay attention to more than one thing at a time -begin to sing simple songs / nursery rhymes from memory -Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 		<ul style="list-style-type: none"> - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". -Spend a longer time paying attention to more than one thing at a time - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Use longer sentences of four to six words 		<ul style="list-style-type: none"> - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Sing a large repertoire of songs. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	
<p>Learn new and use a wider range of vocabulary</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - Can start a conversation with an adult or a friend and continue it for many turns. 						
<u>Physical Development</u>	<ul style="list-style-type: none"> - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. 		<ul style="list-style-type: none"> - Start taking part in some group activities which they make up for themselves, or in teams. 		<ul style="list-style-type: none"> -Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	
<ul style="list-style-type: none"> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 						

	<ul style="list-style-type: none"> · Go up steps and stairs, or climb up apparatus, using alternate feet. · Choose the right resources to carry out their own plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel.
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Personal, Social, Emotional	<ul style="list-style-type: none"> -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> · Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> · Do not always need an adult to remind them of a rule.
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development	<ul style="list-style-type: none"> -Show more confidence in new social situations -Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> · Become more outgoing with unfamiliar people, in the safe context of their setting. 	<ul style="list-style-type: none"> · Talk with others to solve conflicts. · Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
	<ul style="list-style-type: none"> · Develop appropriate ways of being assertive. · Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. · Play with one or more other children, extending and elaborating play ideas. · Begin to understand how others might be feeling. 		
Literacy	<ul style="list-style-type: none"> · Enjoy songs and rhymes, tuning in and paying attention. · Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. · Say some of the words in songs and rhymes. · Copy finger movements and other gestures. 	<ul style="list-style-type: none"> · Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. · Repeat words and phrases from familiar stories. · Ask questions about the book. Makes comments and shares their own ideas. · Develop play around favourite stories using props. · Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> · Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
	<p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <ul style="list-style-type: none"> · Enjoy sharing books with an adult. · Pay attention and responds to the pictures or the words. · Enjoy drawing freely. <p>· Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>		
Phonics	-RWI- selection of well loved stories and modern classics.	-RWI- selection of well loved stories and modern classics.	-RWi Introduce picture to go with each sound when the children are consistent at identifying the images

	<ul style="list-style-type: none"> -Rhymes and Songs -Traditional Tales. -Stories, nursery rhymes, poems and songs. Lots of familiarity. Link past and present to develop memory. -Chant and exaggerate patterns in rhyme to develop sensitivity to rhyme rhythm and alliteration. -Your turn my time to encourage participation. -Planned talk time -Use open and closed questions. 	<ul style="list-style-type: none"> -Rhymes and Songs -Traditional Tales. -Stories, nursery rhymes, poems and songs. Lots of familiarity. Link past and present to develop memory. -Chant and exaggerate patterns in rhyme to develop sensitivity to rhyme rhythm and alliteration. -Your turn, my time to encourage participation. -Planned talk time -Use open and closed questions. 	<p>correctly then look at set 1 sounds focus on bouncy and stretchy sounds to teach speed sounds.</p> <ul style="list-style-type: none"> -Read the sounds -Air write the sounds -Write the sound -Fred talk orally
Mathematics	<ul style="list-style-type: none"> - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. 	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5 -Show 'finger numbers' up to 5. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then..
UTW	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Explore collections of materials with similar and/or different properties. • Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> • Show interest in different occupations. -Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

	<ul style="list-style-type: none"> -looking at the world around them – their immediate environment. What do they notice? Using their senses to talk about what they see, hear, smell, etc -looking at water – how can it be changed link to winter 					
	<p>Talk about what they see, using a wide vocabulary.</p> <ul style="list-style-type: none"> · Using their senses to examine and explore natural materials. · Talk about the differences between materials and changes they notice. 					
Expressive Arts and Design	<ul style="list-style-type: none"> · Explore colour and colour mixing. · Sing the pitch of a tone sung by another person ('pitch match'). · Take part in simple pretend play, using an object to represent something else even though they are not similar. · Explore different materials freely, in order to develop their ideas about how to use them and what to make. · Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> · Create their own songs, or improvise a song around one they know. · Play instruments with increasing control to express their feelings and ideas. · Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park · Join different materials and explore different textures. · Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> · Respond to what they have heard, expressing their thoughts and feelings. · Remember and sing entire songs. · Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. · Draw with increasing complexity and detail, such as representing a face with a circle and including details. · Use drawing to represent ideas like movement or loud noises. 			
	<ul style="list-style-type: none"> · Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. · Listen with increased attention to sounds. · Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. 					
RE	-Domestic Church - Myself / Judaism Hannukah	-Baptism - welcome to God's family -Advent Jesus' birthday	-Local Church - celebrating in Church -Islam - Prayer Mats	-Eucharist - Gathering -Lent/Easter - growing	-Pentecost - Good News -Reconciliation / anointing of the sick -	-Universal Church - God's wonderful world

					friends	
Life to the full	Created and loved by God		Created to love others		Created to live in community	