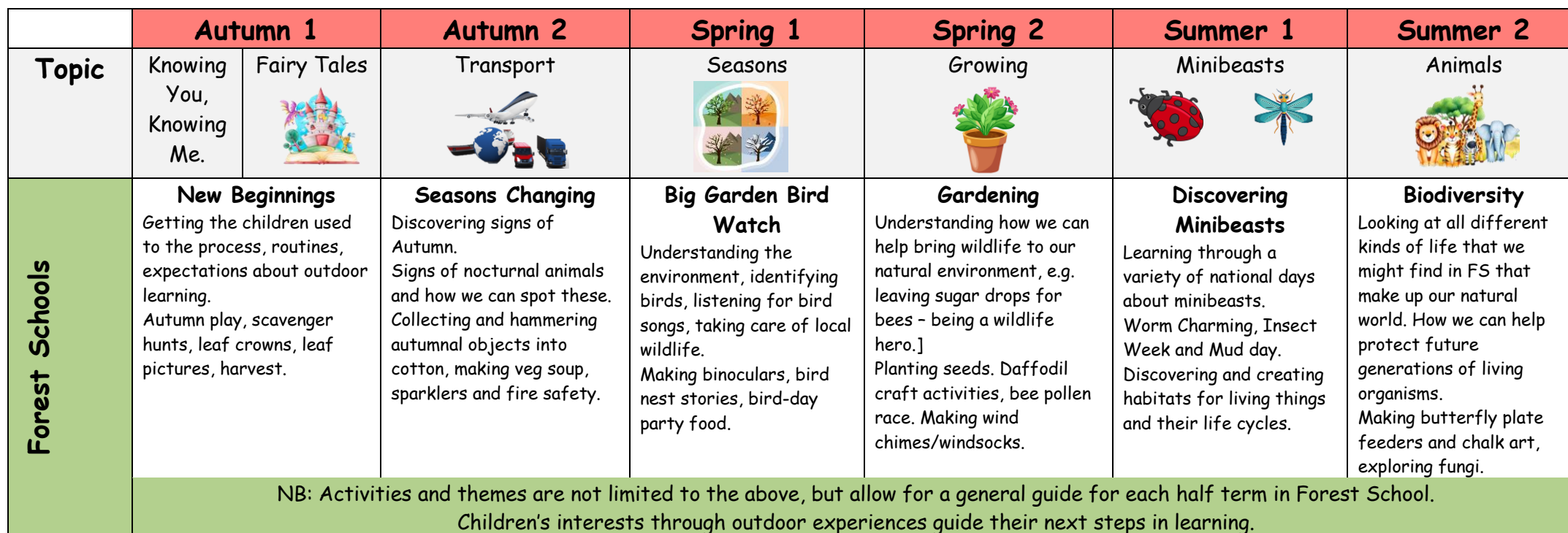




Communication and Language

Reception: Understand how to listen carefully and why listening is important. Enjoy joining in at group times. Engage in story times by answering simple questions. Talk to others and take turns to speak. Share opinions and feelings with familiar adults using talk as a tool.	Reception: Ask questions to find out more. Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. Demonstrate good listening behaviours. Following simple instructions reliably (with two or more parts). Waiting to take turns in conversations. Joining in with familiar rhymes and songs.	Reception: Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Respond to others' views and ask questions about what has been heard. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Reception: Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Sharing ideas within smaller groups. Explaining events that have already happened. Talk in full sentences using different tenses.	Reception: Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books and respond with questions, comments and actions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them.	Reception: Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Explain why things happen/might happen. Use learnt vocabulary from stories, rhymes, poems, songs. Use conjunctions to connect ideas.
Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts Engage in story times	

Literacy (Are you Really Reading)	Reception: Read individual letter by saying the sounds for them. Blend sounds into words.	Reception: Read some letter groups that represent one sound. Read a few common exception words.	Reception: Spell words by identifying the sounds and then writing the sounds with letters.	Reception: Read simple phrases and sentences. Re-read books to build up their confidence and fluency in word reading.	Reception: Form lower-case and capital letters correctly. Re-read what they have written to check it makes sense.	Reception: Write short sentences with words with known sound-letter corresponds, capital letter and full stop.
Phonics (ELS)	Essential Letters and Sounds: <u>Phase 2</u> Oral blending. Sounding out and blending with 23 new grapheme- phoneme correspondences (GPCs). 12 (HRS) words.	Essential Letters and Sounds: <u>Phase 3</u> Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words Revision of Phase 2	Essential Letters and Sounds: <u>Phase 3</u> Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words Revision of Phase 2	Essential Letters and Sounds: <u>Phase 3</u> Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words Revision of Phase 2	Essential Letters and Sounds: <u>Phase 4</u> Oral blending No new GPCs or HRS Word structures - cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 &3	Essential Letters and Sounds: <u>Phase 5</u> Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words

Mathematics (White Rose)	Reception: Match, Sort and Compare Talk about Measure and Patterns. It's Me 1 2 3	Reception: Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Reception: Alive in 5! Mass and Capacity Growing 6,7 8 Length and Height	Reception: Building 9 and 10 Explore 3-D Shapes	Reception: To 20 and Beyond. How many now? Manipulate, compose and decompose. Sharing and Grouping	Reception: Visualise, Build and Map. Make Connections
Understanding the World	Reception: Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Reception: Describe what they see hear and feel whilst outside. Recognise environments that are different from the one in which they live. Compare and contrast characters from stories, including figures from the past.	Reception: Comment on images of the past. Compare and contrast characters from stories, including figures from the past.	Reception: Understanding the effects of changing seasons on the natural world around them. Explore the natural world around them. Recognise some similarities and differences between life in this country and in others.	Reception: Understand some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Reception: Draw information from a simple map.

EAD	Reception: Develop storylines in their pretend play. Begin to join materials together. Explore art material and colour mixing freely. Develop own ideas for art and talk (with support) about them. Start to develop own stories link to what I know through role play and small world.	Reception: Sing in a group or on their own, increasingly matching the pitch and following the melody. I know some popular songs and can sing them. I can role play imaginary scenarios linked to experiences. I can use various tools for artwork. To describe my artwork to other and signal key parts. Explore and engage in music making and dance, performing solo or in groups.	Reception: Return to and build on their previous learning, refining ideas and developing their ability to represent them. I can use on handed tools safely. I can combine different techniques e.g. collage paint, crayon. I can use materials and props to retell stories and create imaginary situations.	Reception: Create collaboratively sharing ideas, resources, and skills. I can adapt well known stories and narratives. I can sing well known songs in a group or alone changing the pitch or melody. I can join in with singing and dancing.	Reception: Listen attentively, move to and talk about music, expressing their feelings and responses. I can invent my own stories. I can sing well known nursery rhymes. I can perform songs, rhymes, poems along and with others. I can try to move in time with music.	Reception: Watch and talk about dance and performance art, expressing their feelings and responses. I can safely use scissors. I can design a product thinking about colour, texture and function. Explore, use, and refine a variety of artistic effects to express their ideas and feelings
R.E	Unit 1: Creation - Why is the word God so important to Christians?	Unit 2: Incarnation - Why do Christians perform Nativity plays at Christmas?	Unit 3: Thematic - Where do we belong?	Unit 4: Salvation - Why do Christians put a cross on the Easter Garden?	Unit 5: Thematic - Which places are special and why?	Unit 6: Thematic - Which stories are special and why?