



# Wistaston Church Lane Academy Nursery Curriculum Overview

|   | Autumn   | Spring  | Summer  |
|---|--|---|---|
| Communication & Language                | <b>Skills:</b> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books and traditional tales.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>   | <b>Skills:</b> <ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>Start a conversation with an adult or a friend and continue it for many turns</li> </ul>  | <b>Skills</b> <ul style="list-style-type: none"> <li>Develop their communication including use of tenses- still having problems with irregular tenses &amp; plurals, such as 'runned' for 'ran' etc.</li> <li>Understand why questions: eg. "Why did the caterpillar get so fat?"</li> <li>Be able to tell part of a longer story.</li> <li>Develop their pronunciation but may have problems saying:               <ul style="list-style-type: none"> <li>some sounds: r, j, th, ch, and sh</li> <li>multi-syllabic words such as 'pterodactyl' or 'hippopotamus'.</li> </ul> </li> <li>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.</li> </ul>                                  |
|   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know and sing simple songs and rhymes</li> <li>Talk about their actions and intentions</li> </ul>   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Use vocabulary from a story to talk about it</li> <li>Serve and return of conversation</li> </ul>  | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Simple understanding that things have already happened or will happen (past, present and future)</li> </ul>  |
|   | Vocab: Song, nursery rhyme, book, story  | Vocab: Get, wait, pass, put   | Vocab: why when what  |
| Personal Social & Emotional Development | <b>Skills:</b> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Begin to understand classroom routines.</li> <li>Talk about their feelings using words: happy/ sad/angry/worried. <u>The Colour Monster</u>.</li> <li>Remember rules without needing an adult to remind them</li> <li><b>No Outsiders – Blue Chameleon/The Smeds and The Moos</b></li> </ul>                             | <b>Skills:</b> <ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>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.</li> <li>Show more confidence in new social situations.</li> <li>Continue to recognise their feelings and begin to understand how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs: using the toilet, washing and drying their hands independently.</li> <li><b>No Outsiders -- Zog/ Egg</b></li> </ul>                         | <b>Skills:</b> <ul style="list-style-type: none"> <li>Play with one or more other children, extending &amp; elaborating play ideas</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Find solutions to conflicts and rivalries and suggesting other ideas.</li> <li>Develop appropriate ways of being assertive.</li> <li>Being to talk with others to solve conflicts</li> <li>Be increasingly independent in meeting their own care needs: brushing teeth</li> <li>Make healthy choices about food, drink, activity and toothbrushing</li> <li><b>No Outsiders -- Incredible You/ You Choose</b></li> </ul>  |
|   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Simple classroom rules and routines</li> </ul>  | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understanding of different emotions</li> <li>Change own shoes and put on coat</li> </ul>   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Importance of cleaning teeth</li> <li>What foods are good for our body</li> </ul>  |
|   | Vocab: happy, sad, angry, scared, feelings,  | Vocab: role play/construction/messy/ small world water, soap, towel, etc  | Vocab: Share, take turns/my turn, your turn, friends, teeth, toothbrush, toothpaste, healthy, unhealthy/ sometimes and anytime foods  |
| Physical Development                    | <b>Skills:</b> <ul style="list-style-type: none"> <li>Be increasingly independent in meeting their own care needs</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks – Squiggle While you Wiggle!</li> <li>Increasingly use &amp; remember sequences &amp; patterns of movements which are related to music &amp; rhythm – simple dances.</li> </ul> | <b>Skills:</b> <ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Go up steps/stairs/apparatus using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Use one handed tools and equipment, for example, making snips with scissors.</li> <li>Show preference for a dominant hand</li> <li>Start taking part in some group activities which they make up for themselves</li> </ul> | <b>Skills:</b> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>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.</li> <li>Use a comfortable grip with good control when holding pens and pencils</li> <li>Make healthy choices about food, drink.</li> </ul>   |
|   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Where to access resources</li> </ul>  | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>How to jump, skip, hop</li> </ul>  | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Name healthy/unhealthy foods and drink</li> <li>Importance of exercise &amp; rest</li> </ul>   |
|   | Vocab: music, move, dance  | Vocab: teamwork, pass, carry, skip, hop, jump,  | Vocab: exercise, rest, balance, crawl, dressed, undressed   |
| Literacy                                | <b>Skills:</b> <ul style="list-style-type: none"> <li>Understand the key concepts about print:               <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read from left to right &amp; from top to bottom</li> </ul> </li> </ul>  | <b>Skills:</b> <ul style="list-style-type: none"> <li>Understand the key concepts about print:               <ul style="list-style-type: none"> <li>the names of the different parts of a book.</li> </ul> </li> <li>Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>Spot and suggest rhymes and alliteration</li> <li>Count or clap syllables in a word</li> </ul> </li> <li>Begin to use some print/mark making in their early writing.</li> <li>Begin to recognise name.</li> </ul>   | <b>Skills:</b> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories learning new vocabulary.</li> <li>Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>Recognise words with the same initial sound, such as money/mother</li> <li>Use some of their print and letter knowledge in their writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul> </li> <li>Write some or all of their name</li> <li>Write some letters (letter shapes) accurately</li> </ul>  |
|   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know some stories - familiar and well loved</li> </ul>  | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Rhyme is when words sound the same at the end alliteration at the beginning</li> <li>Break words into syllables - clap them out play games</li> </ul>  | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>That words can be broken down into sounds</li> <li>The letters that spell their name</li> </ul>  |
|   | Vocab: Book, story favourite,  | Vocab: Rhyme, syllables, front cover, back, title   | Vocab: listen, hear, sound, first sound   |
| Mathematics                             | <b>Skills:</b> <ul style="list-style-type: none"> <li>Recite numbers up to and past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Show 'finger numbers' up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>   | <b>Skills:</b> <ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about &amp; identify the patterns around, describe with informal language</li> <li>Develop fast recognition of up to 3 objects, without having to count them individually (subitising)</li> <li>Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number)</li> <li>Talk about &amp; explore 2D using informal language.</li> <li>Select shapes appropriately: flat surfaces for building,</li> <li>Make comparisons between objects relating to size and length</li> </ul>    | <b>Skills:</b> <ul style="list-style-type: none"> <li>Begin to describe a sequence of events using words such as 'first', 'then...'</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Make comparisons between objects relating to capacity and weight</li> <li>Link numerals &amp; amounts: for example, showing the right number of objects to match the numeral, up to 5</li> <li>Talk about/explore 3D shapes using informal language</li> <li>Notice and begin to create ABAB patterns – stick, leaf, stick, leaf.</li> </ul> |
|   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>1 to 1 correspondence</li> <li>Number names 1-5</li> <li>We count to find quantities – move and touch to count</li> </ul>   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Recognise up to 3 objects by sight (subitising)</li> <li>Cardinal number principle Match number to quantity</li> <li>Recognise and name some 2D</li> <li>Use words to compare size and length.</li> </ul>  | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Recognise and name some 3D shapes</li> <li>Use everyday language to describe shapes</li> <li>Use some prepositions. Remember a familiar route</li> <li>Understand and use some time connectives</li> </ul>   |
|   | Vocab: Numbers, 1,2,3,4,5,   | Vocab: counting, big, small, tall, short, long, same, different, pattern, more, few, fewer, circles, triangles, square, rectangle   | Vocab: cube, cone, sides, corners, straight, flat, round, heavy, light, full, empty, on top, underneath, neat to, near, pattern   |
| Understanding the World                 | <b>Skills:</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Talk about and celebrate their families.</li> <li>Develop positive attitudes about the differences between people.</li> <li>Show interest in different occupations</li> <li>Develop an awareness of how some people celebrate Harvest, Halloween and Christmas.</li> </ul>  | <b>Skills:</b> <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal- caterpillars to butterflies.</li> <li>Begin to understand need to respect &amp; care for environment living things.</li> <li>Develop an awareness of how some people celebrate Mother's Day, Pancake Day, Easter and Chinese New Year.</li> </ul>   | <b>Skills:</b> <ul style="list-style-type: none"> <li>Talk about the differences between materials and changes they notice</li> <li>Talk about what they see, using a wide vocabulary</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Explore and talk about different forces they can feel. Explore how things work</li> <li>Use all their senses in hands-on exploration of natural materials</li> <li>Develop an awareness of how some people Father's Day, Polish Day.</li> </ul>  |
|   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Some people believe that Jesus was born at Christmas.</li> </ul>  | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand life cycle of a plant (e.g. broad bean)</li> <li>How to care for plants and animals</li> </ul>  | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Some materials can be similar or different to each other.</li> <li>There are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>   |
|   | Vocab: Christmas, Halloween,   | Vocab: grow, plant, life cycle, seed, baby, adult, care, soil, sun  | Vocab: Same, different, push, pull, drop,   |
| Expressive Arts & Design                | <b>Skills:</b> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Explore colour and colour mixing.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>  | <b>Skills:</b> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else</li> <li>Explore materials freely, develop ideas about how to use &amp; what to make.</li> <li>Join different materials and explore different textures.</li> <li>Respond to what they have heard, expressing their thoughts and feelings</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> <li>Daw closed shapes with continuous lines &amp; begin to use to represent objects.</li> <li>Draw with increasing complexity &amp; detail, such as face with a circle &amp; details.</li> </ul>             | <b>Skills:</b> <ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and doll house.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Sing with more control of pitch and melodic shape</li> </ul>   |
|   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Names of colours.</li> <li>Know colours can change</li> </ul>   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>That objects can represent others</li> </ul>   | <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Can represent their ideas and feelings through drawing.</li> </ul>   |
|   | Vocab: Song, colour, changes, mix  | Vocab: model, build, join, together, draw, instrument   | Vocab: blocks, bridge   |

*Italics - Developmental expectations of our youngest 3- year old's*



# Wistaston Church Lane Academy Reception Curriculum Overview

|   | Autumn  | Spring  | Summer  | Links to Year 1  |
|---|---|---|---|--|
| Communication & Language                | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Develop social phrases.</li> <li>Listen to &amp; talk about stories</li> <li>Learn &amp; use new vocabulary.</li> <li>Understand how to listen carefully &amp; why listening is important.</li> <li>Learn rhymes, poems &amp; songs.</li> <li>Engage in story times.</li> </ul>  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Describe events in some detail.</li> <li>Ask questions to find out more &amp; to seek clarification</li> <li>Listen carefully to rhymes &amp; songs, paying attention to how they sound.</li> <li>Use new vocabulary in different contexts.</li> <li>Articulate their ideas &amp; thoughts in well – formed sentences.</li> <li>Retell a story they have developed a deep familiarity with - some as exact repetition &amp; own words.</li> </ul>  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Engage with non-fiction books.</li> <li>Connect one idea or action to another using connectives.</li> <li>Use talk to help work out problems &amp; organise thinking &amp; activities &amp; to explain how things work &amp; why they might happen.</li> <li>Listen to &amp; talk about non-fiction to develop a deep familiarity with new knowledge &amp; vocabulary.</li> </ul>  | <p><b>English</b></p> <ul style="list-style-type: none"> <li>Listen &amp; respond appropriately Ask relevant questions Maintain attention.</li> <li>Use relevant strategies to build their vocabulary. Articulate &amp; justify answers/arguments /opinions.</li> <li>Give well-structured descriptions, explanations &amp; narratives, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, exploring ideas</li> </ul>   |
|   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recite nursery rhymes / poems / songs.</li> <li>Know a selection of stories. Join in parts of stories.</li> <li>Social phrases: Good morning / Can I play?</li> <li>Topic related vocabulary</li> </ul>   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Retell familiar stories</li> <li>Suggest words that rhyme</li> <li>Ask &amp; answer questions in sentences.</li> <li>Retell journeys &amp; plan routes.</li> </ul>  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explain how models in construction area are made.</li> <li>Talk about paintings / pictures.</li> <li>Use talk to describe changes &amp; observations.</li> </ul>  |  |
|   | <p><b>Vocab:</b> Listening, sitting, looking, story, poem, beginning / middle / end.</p>  | <p><b>Vocab:</b> Rhyme. Story, what, how, where, when, why, who</p>   | <p><b>Vocab:</b> and/ because/ first / next / then</p>  |  |
| Personal Social & Emotional Development | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Manage their own needs including personal hygiene, handwash, coat, drink, eating &amp; blow nose.</li> <li>See themselves as a valuable individual – “Charlies Rainbow Adventure”.</li> <li>Begin to manage impulses &amp; follow rules &amp; routines To begin to self-regulation</li> </ul>  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Express own feelings &amp; consider feelings of other. Celebrate difference</li> <li>Identify &amp; moderate own feelings socially &amp; emotionally.</li> <li>Build constructive &amp; respectful relationships.</li> <li>Manage their own needs – changing</li> <li>Identify their own and others strengths Showing gratitude</li> </ul>   | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Think about the perspectives of others.</li> <li>Show resilience &amp; perseverance in the face of challenge – “Berty and Betty’s Playdate”</li> <li>Manage their own needs - sun cream</li> <li>Continue to build resilience</li> <li>Understanding and setting goals – “Ernie’s Birthday Tree”.</li> </ul>   | <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Identify good and not so good feelings Develop a vocabulary to describe feelings to other.</li> <li>Identify good and not so good feelings Develop a vocabulary to describe feelings to others.</li> <li>Recognise and celebrate strengths.</li> <li>Make Healthy choices Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>  |
|   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Belonging to families, class &amp; school</li> <li>Similarities &amp; differences in families</li> <li>School rules / routine / values - “Oscar’s Magnificent Ears!”</li> <li><b>No Outsiders – Family Book, Mummy, Momma &amp; Me</b></li> <li><b>CWP Lesson - Family</b></li> </ul>   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Emotion labelling</li> <li>What Is gratitude – “Arabella and her Friends at the Seaside”.</li> <li>It is OK to be different –</li> <li><b>No Outsiders - Red Rockets Rainbow Jelly, Hello Hello</b></li> <li><b>CW Lesson - Being Kind</b></li> </ul>   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Problem solving and de-escalation techniques</li> <li>Understanding and managing emotions</li> <li>Other people’s opinions count</li> <li>Healthy relationships</li> <li><b>No Outsiders - 10 little pirates</b></li> <li><b>CW Lesson - Caring friendships</b></li> </ul>  |  |
|   | <p><b>Vocab:</b> Similar, belong, emotion vocabulary, wash, rules, brain, individual, same, different</p>   | <p><b>Vocab:</b> Happy, sad, angry, excited, upset, worried, frightened, different, thank you, friendship, hello</p>  | <p><b>Vocab:</b> Problem, solve, try again, resilience persevere, kindness, cross, anxious, frustrated</p>  |  |
| Physical Development                    | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Develop fundamental movement skills they have already acquired including: rolling, crawling, walking, jumping, running and climbing.</li> <li>Develop overall body-strength, balance, co-ordination and agility and apply these to simple games.</li> <li>Explore gymnastic actions and shapes.</li> <li>Jump off an object and land appropriately.</li> <li>Further develop skills needed to manage the school day successfully: lining up &amp; queueing / mealtimes / personal hygiene.</li> </ul>  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Refine and master fundamental movement skills including: rolling, jumping, running, hopping &amp; skipping.</li> <li>Explore ways to move &amp; respond imaginatively to stimuli to create simple dances.</li> <li>Develop more fluent movements with increasing control &amp; grace. Combine movements &amp; a variety of levels, speeds and directions when dancing.</li> <li>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, &amp; aiming.</li> <li>Develop small motor skills to use a range of tools well, safely &amp; confidently: paintbrushes, scissors, cutlery etc</li> <li>Develop correct letter formation – including consistent size and orientation</li> </ul> | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Master fundamental movement skills they have already acquired including: crawling, running, hopping and skipping.</li> <li>Throw accurately and catch with confidence.</li> <li>Develop passing, batting, and aiming when engaging in activities that involve a ball.</li> <li>Negotiate spaces and obstacles, traveling around, under, over and through equipment.</li> <li>Sports Day races / games and understand competition.</li> <li>Develop foundations of fast, accurate &amp; efficient handwriting.</li> </ul>   | <p><b>P.E.</b></p> <ul style="list-style-type: none"> <li>Master basic movements</li> <li>Participate in team games.</li> <li>Ball skills – throwing, catching, aiming.</li> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> </ul>   |
|   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Jump off an objects &amp; land appropriately.</li> <li>Feed myself independently &amp; competently</li> <li>Develop hand &amp; arm strength →fine motor control</li> <li>Know how to use toilet independently &amp; wash hands correctly.</li> <li>Begin to form recognisable letters</li> </ul>  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Order in which to dress &amp; undress for PE.</li> <li>How to put on a coat &amp; zip it independently.</li> <li>Use knife &amp; fork unprompted.</li> <li>Use scissors, pens, paintbrushes etc safely &amp; with control.</li> <li>To form recognisable letters independently.</li> </ul>  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Have control over letter size when writing &amp; keep them close to a line.</li> <li>Throw &amp; catch a ball effectively</li> <li>Know &amp; talk about the different factors that support their overall wellbeing: exercise / healthy eating / tooth brushing / sensible amounts of ‘screen time/sleeping etc</li> </ul>  |  |
|   | <p><b>Vocab:</b> roll, crawl, space, jump, land, bend, pencil, grip, strong, strength</p>   | <p><b>Vocab:</b> dress, undress, bat, racket, stick, zip, button</p>  | <p><b>Vocab:</b> throw, catch, pass, aim, bat, sports day, lane, race, competition, obstacle</p>  |  |
| Literacy                                | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds</li> <li>Spell words by identifying the sounds &amp; recording in order</li> <li>Read a few common exception words</li> <li>Hear initial &amp; end sounds</li> <li>Draw &amp; label pictures</li> <li>Write name &amp; begin to write simple captions</li> <li>Recount events from their lives and in stories</li> <li>Makes marks to communicate meaning</li> <li>Basic letter formation</li> <li>Tell an adult what we have written</li> <li>Oral retelling - recall key events in stories</li> </ul> | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Blend sounds to read short words</li> <li>Read simple phrases &amp; sentences made up of words with known letter–sound correspondences &amp;, some exception words.</li> <li>Re-read books to build up their confidence in word reading, fluency, understanding &amp; enjoyment.</li> <li>Record sounds in order to write phonetically plausible words.</li> <li>Be aware of finger spaces, capital letters &amp; full stops.</li> <li>Begin to write simple phrases/ sentences</li> <li>Reading back what we have written</li> <li>Begin to show understanding of what they have read.</li> </ul>   | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Write short sentences with words with known sound-letter correspondences using a capital letter &amp; full stop</li> <li>Form lower-case &amp; capital letters correctly</li> <li>Re-read what has been written to check that it makes sense.</li> <li>Blend &amp; segment words to read phonetically plausible sentences.</li> <li>Begin to use question marks &amp; exclamation marks</li> <li>Show clear and confident understanding of what they have read</li> <li>Spelling ‘Tricky’ common exception words correctly</li> <li>Describing characters and events in stories in detail</li> </ul> | <p><b>English</b></p> <ul style="list-style-type: none"> <li>Handwriting and letter formation</li> <li>Spell words using the known grapheme and phoneme correspondences including, where applicable, alternative sounds for graphemes.</li> <li>Spell common exception words</li> <li>Saying sentences aloud and composing orally. Re-read</li> <li>Conventions of a sentence</li> <li>Engage in extended conversations about stories.</li> <li>Engage in non-fiction text - learn and use new vocabulary</li> <li>Read accurately by blending sounds Read books aloud, accurately, that are consistent with their developing phonic knowledge.</li> </ul> |
|   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Rocket Phonics letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, e, u, r, h, b, f, l,</li> <li>digraph: ck, ll, ff, ss</li> <li>Two syllable and double consonant words</li> <li>‘Tricky’ common exception words: <i>I, to, the, no, my, go, into, and</i></li> <li>Orally segment cvc &amp; ccvc words with the sounds taught</li> <li>Concepts of print – top to bottom, left to right etc.</li> <li>Pathways Texts: Gingerbread Man, Three Little Pigs plus the Christmas stories.</li> </ul>   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Rocket Phonics letter sounds: <i>j, v, w, x, y, z,</i></li> <li>Digraph/ trigraphs: <i>qu, ch, sh, th, ng, ai, ee, igh, oa, oo,</i></li> <li>‘Tricky’ common exception words: <i>he, she, we, me, be, was, my, you, her, they, all, are</i></li> <li>Use capital letter, finger spaces, full stops</li> <li>Pathways Texts: The Naughty Bus and The Pirates are Coming.</li> </ul>  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Rocket Phonics digraphs &amp; trigraphs: <i>ar, or, ur, ow, oi, ear, air, ure</i></li> <li>‘Tricky’ common exception words: <i>some, one, said, come, do, so, were, when, have, there, out, like, little, what</i></li> <li>Capital letter, finger space, full stop</li> <li>Question and exclamation marks</li> <li>Pathways Texts: Supertato and Gigantosaurus</li> </ul>   |  |
|   | <p><b>Vocab:</b> phoneme/sound, letter rhyme, label, caption, read, write, list, next, capital letter, book, journey</p>  | <p><b>Vocab:</b> sentence finger space full stop, digraph trigraph, character, blend, segment</p>   | <p><b>Vocab:</b> question mark, exclamation mark, digraph, trigraph, understand, describe, poster</p>   |  |
| Mathematics                             | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Compare amounts, size, mass and capacity</li> <li>Exploring repeating patterns</li> <li>Numeral/amount correspondence</li> <li>1:1 counting</li> <li>Begin to subitise</li> <li>Number recognition to at least 5</li> <li>Counting up and back to at least 5 - cardinality</li> <li>Understand the ‘one more than / one less than’ relationship between consecutive numbers and ‘whole’ ‘part’</li> </ul>  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Counting and recognizing numbers to at least 10. Counting up / back to at least 10</li> <li>Continue to connect numerals to quantities.</li> <li>Recognising and making pairs - doubling</li> <li>Explore the composition of numbers to 10, e.g. 7 is 5 and 2 more</li> <li>Combining two amounts</li> <li>Subitise beyond 5</li> <li>Identifying, longer, shorter</li> <li>Compare length, height</li> </ul>  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Select &amp; rotate to develop spatial reasoning skills.</li> <li>Automatically recall number bonds for numbers 0-5 and also 10.</li> <li>Compose &amp; decompose shapes to recognize shapes can have others within, like numbers can.</li> <li>Link numeral with its cardinal number value.</li> <li>Adding and subtracting numbers to at least 10</li> <li>Double and halve numbers within</li> <li>Explore representations of number including ten frame</li> <li>Continue to subitise, &amp; develop counting skills</li> </ul>  | <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Count forwards &amp; backwards &amp; in multiples of 2/10/5. Read and write numbers to 20 in numerals and words.</li> <li>Use +/–/x/÷/= &amp; solve practical probs.</li> <li>Solve one-step problems involving x/+ by using concrete objects &amp; pictorial representations.</li> </ul>   |
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|                          | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognise numbers 1-5 and begin to form numerals</li> <li>Count 5 objects with 1:1 correspondence</li> <li>Find one more &amp; one less to 5 using objects.</li> <li>Number bonds for numbers up to 5.</li> <li>Language to talk about time and routines</li> <li>Positional language</li> <li>2D shape names</li> <li>Create &amp; copy a repeating pattern involving 3 objects.</li> </ul>  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>The concept of 0</li> <li>Numerals to 10</li> <li>Number bonds to 5</li> <li>Some number bonds to 10</li> <li>3D shape names and properties</li> <li>Odd and even Numbers</li> </ul>  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Numerals above 10</li> <li>Counting patterns – counting in 2's</li> <li>Special reasoning- matching rotating and manipulating shapes – mapping/tangrams</li> <li>Begin to add and subtract</li> <li>Doubling / sharing</li> </ul>  | <ul style="list-style-type: none"> <li>Recognise a half and a quarter.</li> <li>Solve practical problems that involve lengths/ heights/capacity/volume/ mass or weight.</li> <li>Tell the time to the hour &amp; half past.</li> </ul> <p>Describe position, movement and direction. Name 2D &amp; 3D shapes.</p>  |
|                          | <p><b>Vocab:</b> First / next / last, more / less / fewer, square, circle, triangle, rectangle, repeat, , rekenrek, subitise heavier/ lighter, full/empty</p>   | <p><b>Vocab:</b> Part / whole , compare, short, tall, long, , ten frame, add, equals, number bond, same, different, compare, rotate, corner / side / face</p>   | <p><b>Vocab:</b> double, half, odd, even, takeaway, add, subtract, share, part, whole, groups, rotate,</p>   |  |
| Understanding the World  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Name &amp; describe people who are familiar to them. Talk about immediate family &amp; community.</li> <li>Care of animals – pets in our family</li> <li>Comment on images of familiar situations in past.</li> <li>Compare &amp; contrast characters &amp; people from stories in the past</li> <li>Recognise that people have different beliefs &amp; celebrate in different ways.</li> <li>Retell and talk about the Christmas story</li> <li>Explain how or why a material is waterproof</li> <li>Describe things they see in our local area- create a simple local map</li> <li>Describe what they see / hear / feel when outside in autumn / winter</li> </ul> | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Recognise some environments are different to the one in which they live – tropical islands</li> <li>Draw information from a simple map – London, pirate maps</li> <li>To be able to draw a simple map of a familiar place</li> <li>Explore materials and their properties – floating / sinking.</li> <li>Recognise that people have different beliefs &amp; celebrate special times in different ways.</li> <li>To talk about Christian beliefs about God and Easter</li> <li>Planting bulbs/ flowers/vegetables / cress</li> <li>To explain what plants need to survive</li> <li>Describe what they see / hear / feel when outside in Spring</li> </ul> | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them -describe what they see, hear &amp; feel whilst outside.</li> <li>Describe and talk about the past – timeline of our school year</li> <li>Name observe &amp; show how to care for animals &amp; minibeasts</li> <li>Describe what they see / hear / feel when outside in Summer</li> <li>Explore magnets and materials, freezing and thawing</li> </ul>   | <p><b>History</b></p> <ul style="list-style-type: none"> <li>Changes within living memory. The lives of significant individuals in the past. Significant historical events, people and places in their own locality.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Identify and describe plants and animals (including humans)</li> <li>Working scientifically</li> <li>Materials</li> </ul> <p><b>R.E.</b></p> <p>Cheshire East SACRE Syllabus</p> |
|                          | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Who is important to us in our family &amp; our school?</li> <li>What &amp; how do we celebrate with our families. Why some people celebrate: Harvest Festival, Bonfire Night, Diwali, Remembrance Sunday &amp; Christmas?</li> <li>A map gives us information &amp; helps us to find places. Name places in local area.</li> <li>Make observations about our environment and can talk about autumn &amp; winter</li> <li>Notice and talk about changing states – making salt dough/ baking</li> <li>Materials and their properties – waterproof</li> </ul>  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Location / maps – the UK and to know that we live in Crewe, England, Great Britain.</li> <li>London is the capital of England</li> <li>Name and describe some London Landmarks</li> <li>Transport now and in the past</li> <li>Celebrations – Mother's Day, Easter, Chinese New Year, Valentines, Pancake day</li> </ul>  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To make observations &amp; talk about what they notice outside, including seasonal changes.</li> <li>That what happened before today is in the past.</li> <li>Why Christians read the bible</li> <li>What makes a place special</li> <li>Celebrations – Father's Day, Environment day, End of Year Assembly</li> </ul>   |  |
|                          | <p><b>Vocab:</b> celebrate, special, festival, past, present, map, family, season, remember</p>   | <p><b>Vocab:</b> Country, town, village, city, journey, Christian, bible, grow, change, float, sink,</p>  | <p><b>Vocab:</b> melt, freeze, magnetic, material, attract, repel, present,</p>  |  |
| Expressive Arts & Design | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> <li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody.</li> <li>Choosing and using colour for purpose</li> <li>Using tools appropriately: paintbrush, glue, scissors etc</li> <li>Observational drawings</li> <li>Moving to music – create rhythms and expression</li> <li>Listen to / respond to sung instructions</li> <li>Keep a steady beat</li> </ul>  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore &amp; engage in music making &amp; dance, performing solo or in a group.</li> <li>Listen attentively, move to &amp; talk about music, expressing feelings &amp; responses.</li> <li>Explore how to join materials to make models</li> <li>Cutting or changing materials to be the correct size</li> <li>Identifying and copy a rhythm</li> <li>Using a variety of materials to create and collage</li> </ul>   | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Return to &amp; build on their previous learning, refining ideas &amp; developing their ability to represent the e.g design, build and refine models, paintings etc.</li> <li>Collaborative art – share and combine ideas</li> <li>Use variety of effects to express ideas &amp; feelings.</li> <li>Watch &amp; talk about dance expressing their feelings &amp; responses e.g. Flight of the Bumble Bee.</li> <li>Create own dances using music and animals as a stimulus.</li> <li>Name and explore percussion instruments</li> </ul> | <p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Use range of materials to make products- using colour, pattern/ texture/ line/shape/ form/space.</li> <li>Use drawing, painting, sculpture to develop ideas &amp; imagination.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Use voices expressively by singing songs &amp; speaking chants &amp; rhymes.</li> <li>Experiment with playing and combining sounds.</li> <li>Listen to a range of music.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>Participate in performances &amp; role-play.</li> </ul>  |
|                          | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learn a variety of Nursery Rhymes.</li> <li>Know some familiar stories.</li> <li>Christmas songs for Nativity.</li> <li>Know colour names</li> <li>Begin to appreciate changes pitch, tempo and volume</li> </ul>   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learn a variety of simple songs.</li> <li>Know some familiar stories &amp; be able to retell them verbally.</li> <li>Printing techniques</li> <li>How to mix colours</li> <li>Use different materials in craft make decisions based on own ideas and feelings</li> </ul>  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Dances from around the world.</li> <li>Use paint, chalk etc &amp; different materials to create</li> <li>Constructing for a purpose</li> <li>Know &amp; name different instruments make different noises.</li> </ul>   |  |
|                          | <p><b>Vocab:</b> ... Nativity long/short sounds, steady beat, colour names</p>  | <p><b>Vocab:</b> Rhythm, pastels, collage , materials</p>   | <p><b>Vocab:</b> Charcoal, dance, percussion, claves, tambourine, maracas, chime bars</p>  |  |