



Early Years Curriculum Reception

MISSION STATEMENT

*In God's family, we grow and learn in love, hope and faith.
Loving hands, loving hearts, loving minds.*

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

Article 28: Your right to learn and to go to school

Article 31: Your right to relax and play

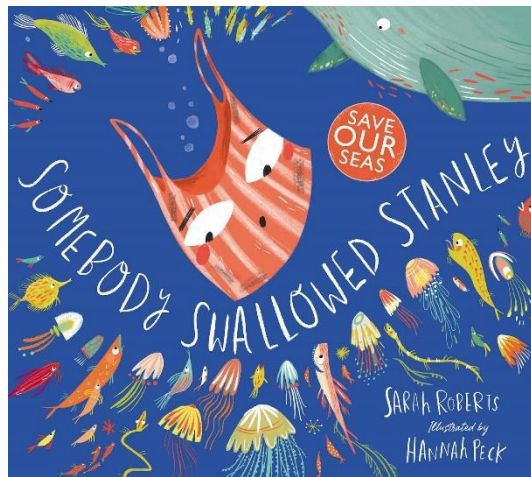
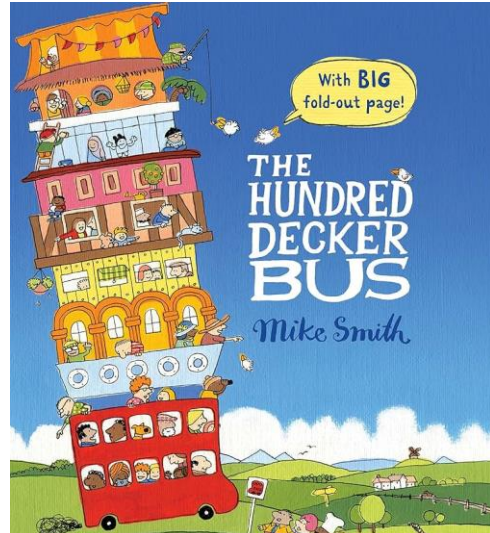
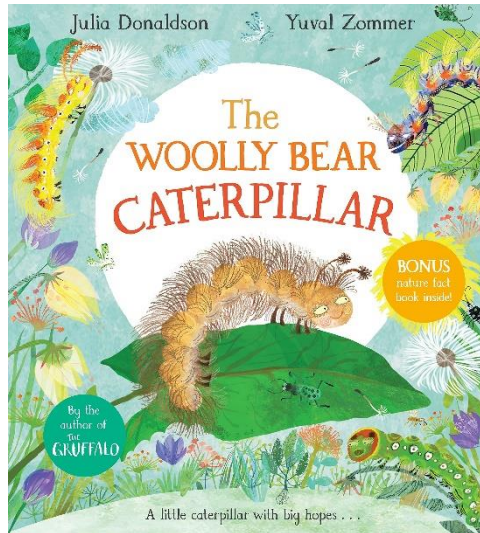
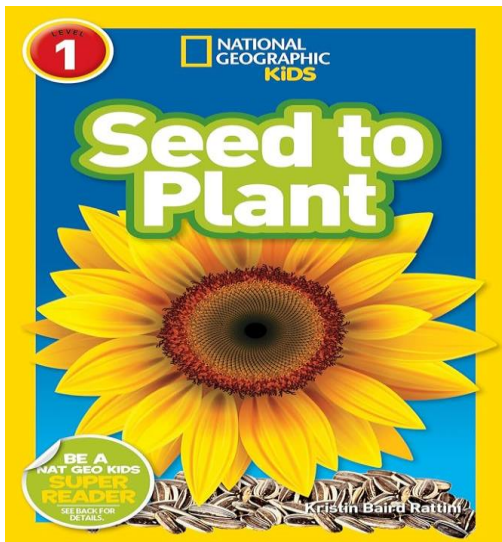
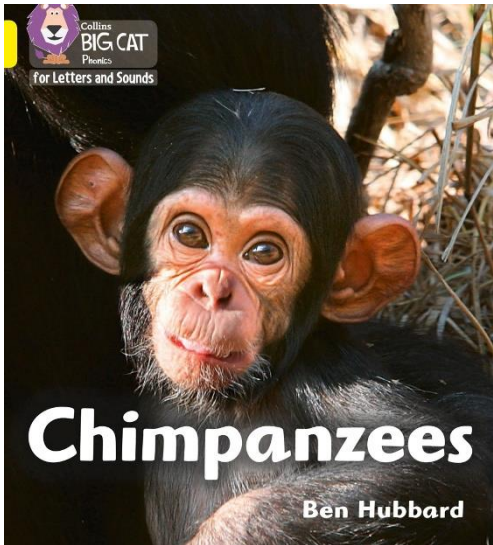
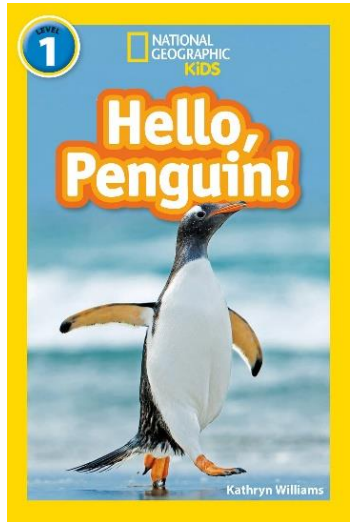
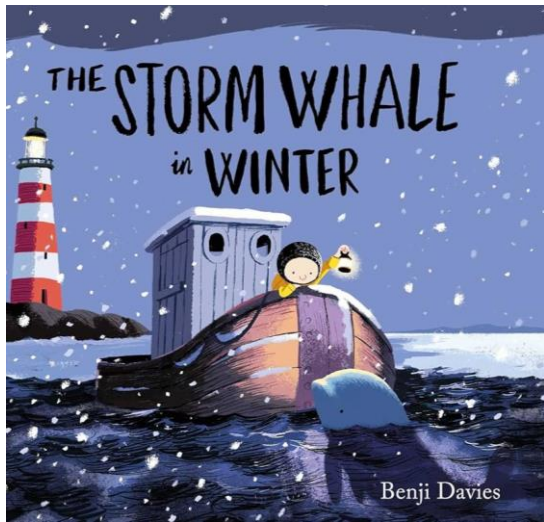
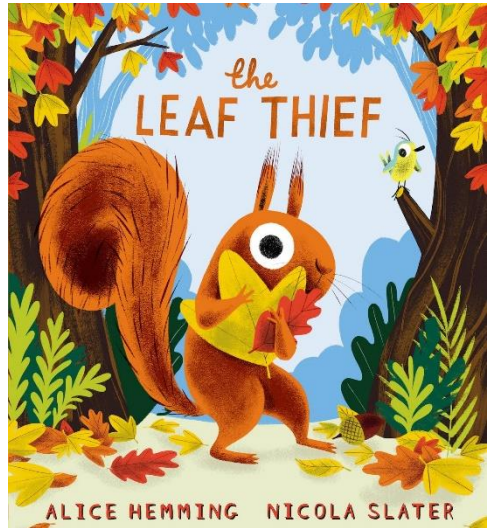
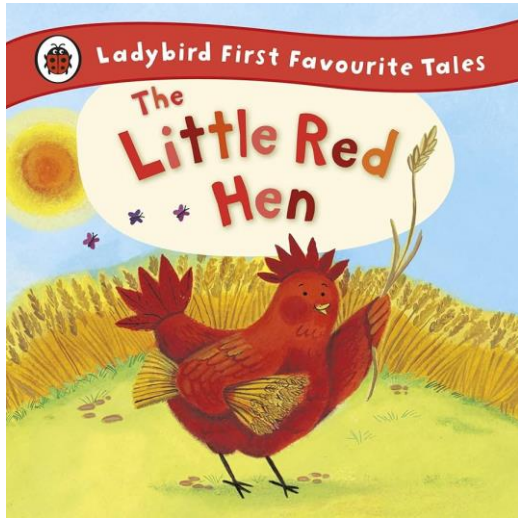
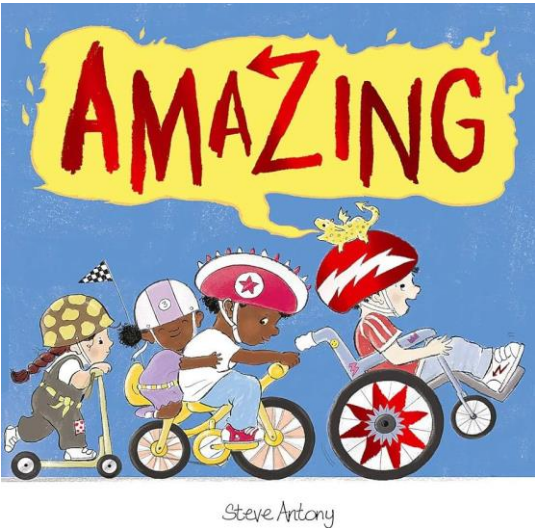
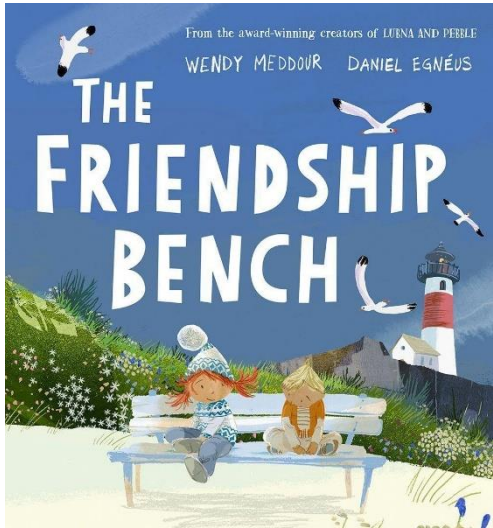
INTENT

At St Ambrose RC Primary School we recognise the unique value of every child. Our curriculum is sequenced, ambitious and motivating for all children with early language at the centre of everything we do. Our Early years considers the various starting points children enter our school and through a holistic, developmentally-appropriate play based curriculum, we ensure all children are prepared for the next stage of their education and are ready to access the National Curriculum. All decisions are made on current research and child development knowledge to ensure our children make outstanding progress. We create memorable moments, hooks and experiences to ensure a love of learning that lasts a lifetime.

When we give every child the best start in Early Years, we give them what they need today. We also set them up with success tomorrow’.

Development Matters 2021

EYFS: Reception English Core Texts



Core Texts (Please note- All themes/core books are subject to change and adaptation depending on the needs and interests of the children)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching theme	Me and my friends	Autumn/Harvest	Animals in cold places	Animals in hot places	Life cycles - Animals and plants	Journeys and Transport
Big Question	What makes me unique?	What happens around us in Autumn?	Why do animals live in cold places?	Why do animals live in hot places?	What happens to animals and plants?	What ways can we go on a journey?
Learning overview	On transition into Reception we get to know each other. We think about what makes a good friend and how we can make more friends and get to know each other and what makes us unique.	As the season changes, we observe what happens. We think about what happens in nature, with vegetables and farming and what happens to the weather and the trees.	As we continue through Winter, we observe what happens in this season. We think about the different animals that live in cold places, naming and describing them and where they live.	In contrast to Winter, we start to think about some of the animals that don't live in cold places. We name and describe them and compare them to the animals we learn about in Spring 1.	With the help of some live visitors we think about what happens to different animals and plants as they grow and change. We describe the changes using new vocabulary and observe changes.	We look at journeys in more detail, thinking about how we might go on different journeys and where to. We also follow the journey of plastic in water and think about how to help our environment.
Key vocabulary	Friendship, bench, splash, curl, cartwheel, playground, seagull, beamed, gather, grinned, giggled lonely, shy, hopscotch, seesaw, ages, broken, swung, hairy, fix, emotions, feelings, invitation, picnic, basket, list Wheelchair, amazing, different same, sail, snooze, hide-and seek, score, excited	Spring, suddenly, weed, preen, mumbled, flour, oodles, sneaky sequence, gleeful, ingredient, nap, delicious, eager, hazelnuts, canopy, stole, woodpecker, ages, relax, disaster, fade, autumn, woodland, steal, features, story structure, sequencing, story map, beginning, middle, end	lighthouse, rescued, ashore, belonged, glimpse, distance, worry, dragged, island, dashed, shore, , non-fiction, chick, fancy, plain, habitat, forest, , shuffle, slide, dive, fact, real, bill, web feet, cheep, roll, flap,	Leopard, hunt, belong, proud/ly, spotted, join, photographer, information, content page, chimpanzee/s, chimp, forest, rainforest, Africa, travel, upright, cling, skill, tool,	Air, root, stem, seed, plant, tag, soil, shoot, bud, living, cotton, seedling, soak, petals, pollen fact card, dandelion, cocoon, spin, split open, moth, fluttered, lay / laid, life cycle, diagram, stunning, strange, unusual, perfect, dull, plain, beautiful, ordinary, fluttered, spidergram, fact	deck / decker, double / triple decker, unusual, route, destination, invent, bonnet, broken down, engine noticed engine vehicle London, Big Ben, King, Queen, The Shard, swept, tentacles, barnacles, nostril, vast, spluttered, peck, snap, nip, squawking, spout, torn, thought bubble, intonation / expression poster, recycling, instruction
Linked texts	Non-fiction and rhyme: We All Have Different Families - Melissa Higgins Happy in Our Skin - Fran Manushkin My Hair - Hannah Lee Who are you? - Smritri Halls It's OK to be Different - Todd Parr Happy in Our Skin - Fran Manushkin Different Families - Melissa Higgins Who Are You? - Smitri Halls My Body - Jill McDonald	Non-fiction and rhyme: Owls in the Night - Catherine Baker (Big Cat) What Can You See in Autumn - Sian Smith What's Inside? - Monica Hughs Autumn is Here - Heidi Pross Gray Walk in the Woods - Flora Martyn & Hannah Tolsen Shelley Hen Lays Eggs - Deborah Chancellor From the Garden - A Counting Book About Growing Food - Michael Dahl	Non-fiction and rhyme: Hello Mr Whale - Sam Boughton Storms - Katherine Baker Whales - Heather Marshall Pet Cat, Big Cat - Alison Hawes How Long is a Whale? - Alison Lementani Busy Penguins - John Schindel Baby Polar Bear - Anne Rooney Who lives here? Polar Animals -Deborah Hodge Penguins - Susanna Davidson	Non-fiction and rhyme: Swing Sloth - National Geographic Kids Hang on Monkey - National Geographic Kids We're Roaming in the Rainforest - Laurie Krebs Over in the Jungle - Marianne Berkes Rumble in the Jungle - Giles Andrae Hello Mrs Elephant - Sam Boughton Meerkats - National Geographic Kids	Non-fiction and rhyme: Things with Wings - Paul Shipton Lift and Look Bugs - Tracy Cottingham Caterpillar to Butterfly - National Geographic (L1) Caterpillar to Butterfly - American Museum of Natural History Shelly Hen Lays Eggs - Deborah Chancellor Nature Trail - Benjamin Zephaniah	Non-fiction and rhyme: Ten Things I Can Do to Help My World - Melanie Walsh New from Old - Recycling Plastic - Anthony Robinson Brilliant Recycling Project Book- Sara Stanford Look What I Found at the Seaside - Moira Butterfield Look Inside Seas and Oceans - Megan Cullis Make Tracks: □ Emergency □ Building Site □ Trains - Johnny Dyrander My Big Book of Transport - Moira Butterfield

	<p>My Book of Dogs and Puppies - DK</p> <p>Fiction:</p> <p>My Hair - Hannah Lee</p> <p>Susan Laughs - Jeanne Willis & Tony Ross</p> <p>What Happened to You? - James Catchpole</p> <p>10 Dogs - Emily Gravett</p> <p>I Spy Pets - Edward Gibbs</p> <p>Hello, Friend! - Rebecca Cobb</p> <p>What Happened to You? - James Catchpole</p> <p>Mama Zooms - Jane Cowen-Fletcher</p> <p>Superpower Like Mine - Dr Ranju</p>	<p>Lift and Look Fruit and Vegetables - Tracy Cottingham (Kew Gardens)</p> <p>Big Outdoors for Little Explorers: Farm Anne-Kathrin Behl (National Trust)</p> <p>Fiction:</p> <p>Hattie Peck - Emma Levey</p> <p>Farmer Duck - Martin Waddell</p> <p>Oliver's Vegetables - Vivian French</p> <p>The Giant Jam Sandwich - Janet Burroway</p> <p>Pumpkin Soup - Helen Cooper</p> <p>The Enormous Turnip - Irene Yates (Ladybird)</p> <p>Owl Babies - Martin Waddell</p> <p>After the Storm - Nick Butterworth</p> <p>The Very Helpful Hedgehog - Rosie Wellesley</p> <p>A Little Bit Worried - Ciara Gavin</p> <p>Tidy - Emily Gravett</p>	<p>Polar Animals (Animal Verse)- Paul Hess</p> <p>Fiction:</p> <p>I Can Fly - Fifi Kuo</p> <p>I Follow the Fox - Rob Bidulph</p> <p>Well Done Mummy Penguin - Chris Haughton</p> <p>Nabil Steals a Penguin - Nashani Reed</p> <p>The Snow Thief - Alice Hemming</p> <p>Author Study, Benji Davies</p> <p>(i) The Storm Whale (ii) Grandma Bird (iii) The Great Storm Whale</p> <p>The Unexpected Visitor - J. Courtney-Tickle</p> <p>The Snail and the Whale - Julia Donaldson</p> <p>The Whale Who Wanted More - Rachel Bright</p>	<p>A Zebra's Day - National Geographic Kids</p> <p>Lions - National Geographic Kids</p> <p>Big Cat Babies - Big Cat Collins</p> <p>Fiction:</p> <p>Arlo - Catherine Rayner</p> <p>Abigail - Catherine Rayner</p> <p>Solomon Crocodile - Catherine Rayner</p> <p>Little Red & the Very Hungry Lion - Catherine Rayner</p> <p>The Blue Umbrella - Emily Ann Davison</p> <p>Jazzy in the Jungle - Lucy Cousins</p> <p>Leap Frog - Jane Clarke</p> <p>Chimp and Zee - Laurence Anholt</p> <p>Animal Crackers - Ruby Wright</p> <p>From My Window - Otavia Junior</p> <p>Along the Tapajós - Fernando Vilela</p>	<p>Lift & Look Fruit & Vegetables - Tracy Cottingham</p> <p>Lift & Look Trees - Tracy Cottingham</p> <p>Lift & Look Flowers - Tracy Cottingham</p> <p>Seeds - John Townsend</p> <p>What's Inside - Monica Hughes</p> <p>Fiction:</p> <p>The Ugly Duckling - Traditional Tale</p> <p>Christopher's Caterpillars - Charlotte Middleton</p> <p>A Good Place - Lucy Cousins</p> <p>Matisse's Magical Trail - Tim Hopgood</p> <p>It Fell from the Sky - Eric Fan</p> <p>Tad - Benji Davis</p> <p>Gozzle - Julia Donaldson</p> <p>Extraordinary Gardner - Sam Boughton</p> <p>Jack and the Beanstalk - Traditional Tale</p> <p>The Girl Who Planted Trees - Caryl Hart</p> <p>Oliver's Vegetables - Vivian French</p> <p>That's My Flower - Alice Hemming</p>	<p>Oxford Very First Atlas - Dr Patrick Weigand</p> <p>Maps - Karen Wallace (Big Cat Collins)</p> <p>Wheels on the Bus - Stella Blackstone (Barefoot Books)</p> <p>Fiction:</p> <p>I'm the Bus Driver - David Semple (Revisit Nursery Text)</p> <p>The Unexpected Visitor - J Courtney-Tickle</p> <p>Somebody Crunched Colin - Sarah Roberts</p> <p>Michael Recycle - Ellie Bethel</p> <p>The Wide, Wide Sea - Anna Wilson</p> <p>Stella and the Seagull - Georgina Stevens</p> <p>The Hundred Decker Rocket - Mike Smith</p> <p>Naughty Bus - Jan and Jerry Oke</p> <p>You Can't Take an Elephant on a Bus - Patricia Cleveland-Peck</p> <p>Martha Maps It Out - Leigh Hodgkinson</p> <p>Mrs Armitage on Wheels - Quentin Blake</p> <p>There's a Tiger on the Train - Mariesa Dulak</p> <p>Christopher's Bicycle - Charlotte Middleton</p>
Parental engagement	<p>Meet the teacher meeting</p> <p>Afternoon Stay and Play</p> <p>Breakfast with a book</p>	<p>Nativity</p> <p>Nursery Rhyme Event</p> <p>Reading cafe</p>	<p>Love and Sparkle Event</p> <p>Home learning celebration</p> <p>Stay and Play</p>	<p>Dance party</p> <p>Bedtime Story Event</p> <p>Family Dough Disco</p>	<p>Lets get cooking</p> <p>Reading café</p> <p>Stay and Play</p>	<p>Stay and Play</p> <p>Sports Day</p> <p>Breakfast with a book</p>
Celebrations, events and experiences	<p>St Ambrose feast day</p>	<p>Diwali Celebrations</p> <p>Remembrance Day</p> <p>Nursery Rhyme Week</p> <p>Christmas Pantomime</p>	<p>Chinese New Year</p> <p>Mystery Reader</p> <p>Valentine's day</p> <p>Storytelling week</p>	<p>Easter</p> <p>Eid</p> <p>Mother's Day</p>	<p>Butterfly life cycle</p> <p>Father's Day</p> <p>Mobile farm</p> <p>Duck hatching</p>	<p>Beach Trip</p> <p>Picnic in the Park</p>
Nursery rhymes	<p>Row row row your boat</p> <p>5 fat sausages</p> <p>It's raining it's pouring</p> <p>Incy wincy spider</p> <p>Twinkl twinkle</p>	<p>12345 once I caught a fish alive</p> <p>5 little men in a flying saucer</p> <p>10 green bottles</p>	<p>Hickory dickory dock</p> <p>Old Macdonald</p> <p>5 little ducks</p> <p>Baa baa black sheep</p> <p>Mary had a little lamb</p>	<p>Three blind mice</p> <p>Two little dickie birds</p> <p>5 little speckled frogs</p> <p>5 currant buns</p> <p>5 little monkeys</p>	<p>This old man</p> <p>One finger one thumb</p> <p>Alice the camel</p> <p>Miss Polly had a dolly</p> <p>Little miss muffet</p>	<p>Head shoulder knees and toes</p> <p>Hey diddle diddle</p> <p>I'm a little teapot</p> <p>Wind the bobbin up</p>

	Wheels on the bus	Humpty dumpty If you're happy & you know it The grand old duke of York	Pat a cake	Ten in a bed	Bingo	Sleeping bunnies Jack and Jill
RE	Domestic Church, Belonging, Advent/Christmas		Local Church, Eucharist, Lent/Easter		Pentecost, Reconciliation, Laudato Si	

<i>Characteristics of Effective Learning</i>			
	<i>Play and Exploring</i>	<i>Active Learning</i>	<i>Creating and Thinking Critically</i>
Autumn	Children learn to: <ul style="list-style-type: none"> ✓ Make individual choices ✓ Begin to share and talk about their own interests and fascinations 	Children learn to: <ul style="list-style-type: none"> ✓ Participate in daily routines ✓ Begin to correct their mistakes ✓ Keep on trying when things are difficult in some situations 	Children learn to: <ul style="list-style-type: none"> ✓ Start to share their own ideas ✓ Take part in simple pretend play ✓ Concentrate on achieving something that is important to them
Spring	Children learn to: <ul style="list-style-type: none"> ✓ Make individual choices ✓ Do things independently which have been taught previously ✓ Share and talk about their own interests and fascinations ✓ Begin to engage confidently in new experiences 	Children learn to: <ul style="list-style-type: none"> ✓ Participate in daily routines and predict the sequence of routines ✓ Correct their mistakes with support ✓ Keep on trying when things are difficult 	Children learn to: <ul style="list-style-type: none"> ✓ Share their own ideas with some support ✓ Take part in simple pretend play / use to understand another perspective. ✓ Concentrate on achieving something that is important to them and others ✓ Solve real problems with support
Summer 1	Children learn to: <ul style="list-style-type: none"> ✓ Engage confidently in new experiences ✓ Do things independently which have been taught previously 	Children learn to: <ul style="list-style-type: none"> ✓ Use a range of strategies to reach a goal they have set themselves ✓ Correct their mistakes independently ✓ Keep on trying when things are difficult with minimal support or using a range of strategies that doesn't include adult help. 	Children learn to: <ul style="list-style-type: none"> ✓ Share their own ideas confidently ✓ Solve real problems independently ✓ Concentrate on achieving something that is important to them and others

Personal Social and Emotional: Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Implementation

From the start of their school life, we make sure children learn to understand their emotions. Morning check ins encourage the children to identify how they are feeling and have an opportunity to discuss it with staff. Through all our teaching we use every opportunity to teach about emotional wellbeing e.g. discussing character’s feelings. Our high quality provision enables children to learn to play co operatively together and as they move through the early years, they become more confident at solving disagreements without an adult. With Christ at the centre of everything we do, we are taught regularly how to show love and kindness to others. Our RE curriculum ties in very closely and weekly gospel assemblies also reinforce our mission statement of ‘Loving hands, loving hearts, loving minds.’ Our move towards becoming a Trauma informed school is enabling children to self-regulate with support from highly skilled adults and is promoting resilience amongst our children. Our therapeutic environments also allow children to work productively and calmly.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Social and Emotional Development Self-Regulation Managing Self Building Relationships (PHSE)	Emotional Self-regulation Know and learn the boundaries and expectations of the class. Will begin to explain how they are feelings happy, sad, angry, lonely, joyful. Know why we tidy up after ourselves. Personal Managing self Begin to learn about healthy eating. Know how and will learn to ask for help from an adult. Know why washing hands is important and wash them regularly. Social/ building relationships Know what makes a good friend. Know what friendly behaviour looks like and show and describe. Know and learn to take turns. British Values Know the class rules and they help us to stay safe. Diversity Know that we are all different and it is ok to be different.	Emotional Self-regulation Know about important dates in their lives. E.g. birthday Give children strategies for staying calm when they are frustrated. Personal Managing self Know that sleep is important. Know that it is not safe to touch a plug socket. Social/ building relationships Know how to initiate conversations with others and this is friendly behaviour. Know and understand kind and considerate behaviour through modelling and commentary. British Values Know about the festivals of Diwali and Christmas. Talk about different festivals. Diversity Know and respect the different celebrations from different religions. understand why different people celebrate different things.	Emotional Self-regulation Know and learn right from wrong. Understand how to make the right choices and the consequences of not making the right ones. Be able to talk about why a character has made a poor choice and what the consequences are. Be able to talk about how the character could have made a better choice. Personal Managing self Know that too much screen time is not good for them. Know why it is important to eat plenty of fruits and vegetables and drink plenty of water, Social/ building relationships Know their behaviour and choices affects others. Know why it is important that they listen to their friends. Encourage children to talk about their own work and the work of others. British Values Understand that we have different views and opinions.	Emotional Self-regulation Identify ways of being helpful to others and how this will make them feel. Talk about the effect my behaviour has on others. Model and commentate on how problems have been solved. Know that mistakes are an important part of learning. Personal Managing self Know that regular exercise is good for their health. Know that regular handwashing is important to health Social/ building relationships Understand that people need help. Know some ways that they can give help – tidy up, smile, hold hands. Know how to co-operatively play with others. Know how conflict can be resolved – say sorry, turn taking, sharing etc British Values Know how to make decisions together – name the	Emotional Self-regulation Know how to set their own goals and targets. Know how to be resilient and persevere when faced with a challenge. Know how to negotiate and solve problems without aggression. Personal Managing self Know that brushing teeth is important. Know how to be a safe pedestrian. Will manage needs independently. Social/ building relationships Know how their behaviour affects others. Discuss and know how characters might be feeling at different points of the story. British Values Develop further awareness of self and self-esteem through the achievement of achieving goals that have been set. Know that it is important to express your opinion and	Emotional Self-regulation Know that setting goals are important and provide support and guidance to help achieve them. Know that trial and error is important in learning. Chn talk about problems. Personal Managing self Know how to stay safe as a pedestrian. Know that doctors, nurses and dentists can help up when we are not well. Know how to stay safe around water. Know to wear sun cream, hat, stay in the shade and drink plenty of water to stay safe in the sun. Social/ building relationships be able to talk about the relationships they have at home with their family and friends. Know how to share, turn take and wait politely. Describe ways that we can work together to help protect the environment. British Values

	<p>Know that we all have our own name and that we are all special individuals. Know that we can speak different languages.</p> <p>Finance Know to say 'thank you' when somebody gives them something. Black History Month</p>	<p>Hindusim</p> <p>Finance Know that we can give money to charity to help those in need and why this is important. Remembrance Anti-Bullying Week</p>	<p>Begin to try and see things from another's point of view.</p> <p>Diversity Know we celebrate and respect the celebrations from other cultures. Judaism</p> <p>Finance Know that we pay for food with money and the different ways we can do this. (self-checkout, cashier, card, cash) Children's Mental Health Awareness</p>	<p>chickens, which book to read...</p> <p>Diversity Know that we grow and change in different ways. Islam</p>	<p>listen to the opinion of others. Know that we are entitled to free speech.</p> <p>Diversity Know that people in the past (and now) stood up for what is right.</p> <p>Finance Know that most jobs people earn money for food, clothes, bills etc. Know that some people choose to give up their own time and volunteer for some jobs. Mental Health Awareness</p>	<p>Know the consequences of their behaviour and choices, especially in relation to choices about the environment. Know what is right and wrong and behave accordingly.</p> <p>Diversity Know that different people live in different environments. Know and appreciate a range of jobs that people do and how they can help.</p> <p>Finance Know the financial benefits of reducing waste. Know that you have to pay for food, water, electricity. Know that there are charities to help make the world a fairer place -CAFOD</p>
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Communication and Language: 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, storytelling 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.

Implementation

Communication and Language is at the heart of our curriculum. Our quality texts are planned to ensure vocabulary development is progressive across Nursery and Reception. Children are immersed in stories, singing, and role play from the moment they step into our EYFS. Quality interactions between children and adults are vital to ensure our children’s progress. Adults use a variety of approaches to observe and listen before extending, consolidating and where appropriate teaching new skills. We engage parent’s in reading workshops and opportunities to promote the importance of shared stories at home. English as an additional language is identified at transition and we use wellcomm to identify gaps in learning. Our environments are language rich and we use Widgit to display key vocabulary and support vocabulary development.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Communication and Language</i></p> <p><i>Listening, Attention and Understanding</i></p> <p><i>Speaking</i></p>	<p>Know why listening is important – following instructions to help keep them safe</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>Know and respond to the stop signal for good listening.</p> <p>Know how to achieve active listening – Let’s be quiet so we can concentrate on what is being said.</p> <p>Listens to familiar stories.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Know and use new vocabulary to talk about the physical appearance of themselves and others.</p> <p>Know how to explain why they do or don't like something</p> <p>Make comments about their appearance.</p> <p>Learn new vocabulary to help describe themselves and others.</p> <p>Talk about themselves beginning to say what is the same and different compared to others</p>	<p>Know why listening is important: it helps them to learn.</p> <p>Listens to familiar stories and able to recall facts.</p> <p>Listening to and hearing sounds in CVC words.</p> <p>Listen attentively in a range of situations.</p> <p>Listen and do for a short span.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in story time.</p> <p>Use language to compare different festivals.</p> <p>Make comments about their observations.</p> <p>Describes events in increasing detail.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Holds a conversation about celebrations, baptism and Advent.</p> <p>Beginning to learn to answer 'why' questions.</p> <p>Knows how to follow a topic of conversation.</p> <p>Words to help describe festivals and celebrations: Advent, waiting, wreath</p>	<p>Can listen to and hear sounds in CVC words consistently.</p> <p>Know how to identify sounds on a sound mat.</p> <p>Can listen to stories and is beginning to anticipate what may happen next.</p> <p>Can listen attentively in a range of situations. Two-channelled attention – can listen and do for a short span.</p> <p>Know how to engage in story time – joining in with repeating refrains, sitting still and looking at the text or the reader.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Knows non-fiction books provide more factual information and engages in non-fiction books.</p> <p>Knows an increasing range of different traditional and familiar stories.</p> <p>Know how to express an opinion 'I think.... Because...'</p> <p>Will use language to describe their own work and the work of others.</p> <p>Will take it in turns to talk and demonstrate active</p>	<p>Knows how to identify sounds on a sound mat.</p> <p>Knows how to listen to stories and is beginning to anticipate what may happen next using clues from the book.</p> <p>Knows to use new vocabulary through the day in different contexts and areas of the learning environment.</p> <p>Knows how to describe events in some detail.</p> <p>Can learn rhymes, poems and songs.</p> <p>Know that they can ask questions about stories.</p> <p>Describe familiar texts with detail and using full sentences.</p> <p>Know how to use language to solve problems and demonstrate trial and error – we could try.... You can have a go then I could have a go...</p> <p>Knows to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Can listen to and hears sounds in CVC and CVCC words.</p> <p>Can identify sounds, including phonemes and other digraphs on a sound mat.</p> <p>Knows how to listen to stories and is beginning to anticipate what may happen next using prompts from the text.</p> <p>Can demonstrate understanding when talking with others about what they have had read to them.</p> <p>Knows how to use the language of possibility 'This might happen because...'</p> <p>Knows how to use connectives and... because to extend sentences.</p> <p>Knows non-fiction books provide more factual information and engages in non-fiction books.</p> <p>Knows to engage in meaningful conversations with others.</p> <p>'if we do this...then....'</p> <p>Know phrases that will help resolve conflict 'I'm sorry'</p> <p>'We can take turns'</p> <p>Knows how to Connect one idea or action to another</p>	<p>Knows how to give attention to what others say and respond appropriately while engaged in another activity eg eye contact, 'That's a good idea.' 'Well done you've done it!'</p> <p>Can listen to and talk about stories to build familiarity and understanding.</p> <p>Knows how to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary in a variety of situations.</p> <p>Knows how to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Knows how to anticipate – where appropriate – key events in stories using clues in the texts and their own experiences.</p>

	Know how to use social phrase to welcome other - good morning. Know how to use because 'I like ice-cream because...'	Can use complete sentences in answering questions using because and when. - I knew it must have been cold outside because he was putting his coat and hat on. I put my coat on when it is cold.	listening when their friends are talking. Know to speak in complete sentences. Know when to and use because in sentences. Know how to phrase their opinions and views 'I think...'		using a range of connectives: because, and, but, so	Uses language to describe problems and language of resilience and perseverance 'I can't do it yet..' To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 'We were...' 'I was..' 'It will...'
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Physical development: Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁹. 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.

Implementation

Children are given lots of opportunity to develop their gross and fine motor skills. This is done through quality provision and weekly PE lessons focussing on fundamental movement skills. The children are given opportunities to develop their core strength to enhance their writing skills through balance bikes, risky outdoor play and movement/dance breaks. Fine motor is planned for throughout provision and this is enhance throughout the year for different purposes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development Gross motor skills	Know how to use the climbing frames and GIFT garden safely. Know how to negotiate space effectively moving in different ways. Develop their core muscle strength to achieve a good posture when sitting at a table or on the floor. Revise and refine the fundamental movement skills they have already acquired:- rolling - crawling -walking - jumping -running - hopping - skipping - climbing. Know how to link at least 2 movements.	Continue to develop and use the climbing frames and GIFT garden equipment safely, developing in confidence. Encourage the children to use the equipment that allows them to spin, rock, tilt, fall, slide and bounce. Know how to and why they need to negotiate space effectively. Progress towards a more fluent style of moving, with developing control and grace. Develop their core muscle strength to achieve a good posture when sitting at a table or on the floor.	Develop the overall body strength, coordination, balance and agility needed to engage successfully with physical activities. Know how to jump off equipment safely - land on two feet and bend knees, use arms as a balance. Know how to hold a balance using arms, focus on one point. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Knows how to combine different movements with ease and fluency eg walking to skipping, hopping, jumping etc Remember an increasing sequence of movements. Chn move with increase grace and fluency - know how to develop their movements so that they can run faster, climb higher etc. complete obstacle courses Know how their core muscle strength helps achieve a good posture when sitting at a table or sitting on the floor. Know how to hold a balance using arms, focus on one point for an increasing length of time.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Know how to and explore holding a increasing range of balances using arms, focus on one point. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Know how to negotiate space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Knows how to move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Fine motor skills	Know how to hold a pair of scissors and cut paper effectively: one hand in the scissors with thumb on top and one hand holding the paper or card. Will begin to use a dominant hand. Begin to know how to form recognisable letters correctly. Children show good control and coordination in small	Know to use their dominant hand. Will begin to use anticlockwise movement and retrace vertical lines in writing. Know how to use scissors effectively using one and holding the paper and card with the other. Increasing overall co-ordination of smaller movements.	Continue to know how to use scissors effectively. Know how to balance safely and negotiate space effectively. Know how to use tools effectively, including pencils for writing, knives, forks, spoons, paintbrushes. Make some Beery Shapes using a range of different media.	Know why it is important to handle different apparatus safely. Know how to use scissors effectively with increasing control and precision. Know how to handle tools, objects, construction and malleable materials safely and with increasing control. Make some Beery Shapes using a range of different media.	Know how to use a pencil effectively to form recognisable letters, most of which are formed correctly. Will show good control and coordination in large and small movements. Begin to show an understanding of how to form capital letters correctly.	Show good control and coordination in large and small movements. Know how to handle a range of equipment and tools effectively. Beginning to do and undo buttons independently. Most letters are formed correctly to form the basis of fast, accurate and efficient handwriting.

	<p>movements. They handle tools effectively, including pencils for writing.</p> <p>Make some Beery Shapes using a range of different media.</p>	<p>Make some Beery Shapes using a range of different media.</p>			<p>Consolidate Beery Shapes using a range of different media</p>	<p>Know how to cut out shapes with increasing precision and accuracy.</p> <p>Form some capital letters correctly.</p> <p>Consolidate Beery Shapes using a range of different media</p>
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Literacy: Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Implementation

Language comprehension is at the heart of our reading culture. The quality texts are planned to be sequential and progressive and enable adults to talk with children about the world around them. Children enjoy sharing a wide variety of books (fiction, non-fiction and rhyme) and sing together to develop their oracy skills. Children are taught phonics and Literacy from the start of Reception year through the Read Write Inc scheme of learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Literacy</i></p> <p><i>Comprehension</i></p> <p><i>Word reading</i></p> <p><i>Writing</i></p>	<p>Know how to sequence familiar stories and uses previous taught vocabulary eg now and next, after, before</p> <p>Know that information can be retrieved from books and computers.</p> <p>Continues to know how to handle books and identifies the spine, front cover and back cover.</p> <p>Know that we read stories and form left to right.</p> <p>Can hear and say the initial sound in words.</p> <p>Demonstrate understanding when talking with others about what has been read to them.</p> <p>Read single letter set 1 sounds.</p>	<p>Hears and says the initial sound in words.</p> <p>Know that words are read from left to right.</p> <p>Know which letters represent which sound.</p> <p>Identify sounds on a sound mat and to use this when writing.</p> <p>Read all single letter set sounds.</p> <p>Blend sounds into words orally CVC words</p> <p>Know how to sequence familiar stories and uses previous taught vocabulary eg now and next, after, before</p>	<p>Children read and understand simple sentences.</p> <p>Begins to read words and simple sentences.</p> <p>Read a few common exception words matched to the school's phonic programme: I, the</p> <p>Know to use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Blend sounds to read words</p> <p>Read short ditty stories</p>	<p>Can read words and simple sentences.</p> <p>Enjoys an increasing range of books.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Read a few common exception words matched to the school's phonic programme: I, the, no, of, my, for, he</p> <p>Read red storybooks</p> <p>Read some 'special friends.'</p>	<p>Begin to read with more fluency when reading words and simple sentences.</p> <p>Enjoys an increasing range of books.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Knows and recognises an increasing number of high frequency words matched to the school's phonic programme: your, said, you, be, are</p> <p>Read green storybooks</p> <p>Read some set 2 sounds</p>	<p>Know how to say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Know how to read words consistent with their phonic knowledge by sound blending.</p> <p>Can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words matched to the school's phonic programme: your, said, you, be, are.</p> <p>Read green storybooks</p> <p>Read at least 10 'special friends'</p>

	<p>Know that words can be written.</p> <p>Know what the taught letters look like and start to write using correct letter formation.</p> <p>Knows how to write their name with independence, forming some letters correctly.</p> <p>Hears and says the initial sound in words, beginning to represent some of these.</p> <p>Gives meanings to marks.</p> <p>Engage in a range of mark making activities, showing some recognisable letters.</p>	<p>Know that words can be written.</p> <p>Know how to write the taught letters with correct letter formation.</p> <p>Beginning to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Begin to hold a dictated sentence in their head and write it down with support.</p> <p>Knows that words can be written and what the taught letters look like.</p> <p>Knows how to spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Know how to orally construct a simple sentence and beginning to write these down with support.</p> <p>Know how to think of and write a short simple sentence with support.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Begins to know to re-read what they have written to check that it makes sense.</p> <p>Start to form some capital letters correctly.</p> <p>Know that sentences begin with a capital letter and end with a full stop.</p>	<p>Knows how to think of and write a short, simple sentence and attempts to write short sentences in meaningful contexts with independence.</p> <p>Knows how to form lower-case and some capital letters correctly.</p> <p>Knows how to check written work and making any changes where necessary by rereading.</p> <p>Start to use capital letters and full stops in their sentences with support.</p>	<p>Know how to write recognisable letters, most of which are correctly formed.</p> <p>Know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Know how to write simple phrases and sentences that can be read by others.</p> <p>Use capital letters and full stops in their sentences.</p>
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Maths: Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Implementation

In maths, we use White Rose Maths as a basis for our learning. Using the objectives as a foundation, we teach key skills explicitly using a range of strategies. Practical opportunities are provided daily and once skills have been taught, the children are given lots of opportunities to practise and consolidate these skills independently. Teaching and learning is enhanced with rich quality mathematical tests, providing the basis for communication and development of mathematical vocabulary. We offer a rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including space, shape and measure. Maths vocabulary is a key focus within our indoor and outdoor provision, adults facilitate and extend learning thorough critiacl thinking skills and back and forth interactions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Maths</i></p> <p><i>Number</i></p> <p><i>Numerical Pattern</i></p>	<p><u>Number</u></p> <ul style="list-style-type: none"> -Know one to one correspondence when counting to 3 -Children can assign one number name to each object that is being counted. -Children can count each object only once and they have counted every object. -Children can subitise different objects to 2 without counting them. -Children can compare the number of objects to 3 and say whether there are more or less in a group -Know how old they are. -Children can collect a number of objects in play. -Children can recite the number names to 3 in the correct sequence and back to 0 (without the symbols). <p><u>Spatial reasoning SSM</u></p> <ul style="list-style-type: none"> Children can recognise and repeat simple patterns. -Children understand the concepts of more and less. -Children can sort and match objects to the picture or symbol. 	<p><u>Number</u></p> <ul style="list-style-type: none"> -Children develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). -Children know one to one correspondence when counting to five. -Children know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -Children can show 'finger numbers' up to 5. -Children can sing songs with number focus to 10. -Children can point to small groups of two or three objects: -Children can regularly say the counting sequence, in a variety of playful contexts, -Children can count things and then repeat the last number. <p><u>Spatial reasoning SSM</u></p> <ul style="list-style-type: none"> -Children understand the concept of more and less. -Children begin to understand the idea of taller, shorter, longer and 	<p><u>Number</u></p> <ul style="list-style-type: none"> -Children can subitise 4. -Children Understand that the number assigned to the final object in a group is the total number of objects in that group. -Children know how many there will be if there is 1 more or 1 less. - Children begin to use the numeral for 0, 1, 2, 3, 4 and 5 and learn how to write the numerals. -Children know how to pronounce the number correctly and match objects to the numeral. <p><u>Spatial reasoning SSM</u></p> <ul style="list-style-type: none"> -Children understand the concept of seasons in the year. -Children understand a day of the week as a unit of time. -Children understand the concept of early and late. -Children know that something is warmer, colder, cold and warm. -Children know the shapes: circle and square. Children know the shapes: sphere; cone and cube. 	<p><u>Number</u></p> <ul style="list-style-type: none"> Children can assign a number to the final object in a group and know the total number of objects in that group up to 10. -Children can link numerals and amounts: -Children can Subitise to 5. -Children can count up from 5 to count numbers to 10. -Children can use a number line and how it can help us to count. -Children can use one more and one less up to 10. -Children learn the ordinal numbers: 1st -Children can compare quantities using language: 'more than', 'fewer than'. <p><u>Spatial reasoning SSM</u></p> <ul style="list-style-type: none"> -Know how to sort objects into different groups (up to 5 and use physical venn diagrams (hoops) to sort the groups) -Order objects from tallest to shortest, longest to shortest. -Select a named shape from a mix of shapes. Know which shapes cover a space. 	<p><u>Number</u></p> <ul style="list-style-type: none"> -Children understand that anything can be counted including things that can not be touched. -Children know how many there are after counting (cardinal principle.) -Children can say how many there might be before they count to give a purpose to counting: -Children know the key skills of counting objects including saying the numbers in order and matching one number name to each item to 10. -Children can count out a smaller number from a larger group: <p><u>Spatial reasoning SSM</u></p> <ul style="list-style-type: none"> -Children understand position through words alone -Children can describe a familiar route. -Children can use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. -Children understand the concept of 'o'clock. <p><u>Problem Solving and reasoning</u></p>	<p><u>Number</u></p> <ul style="list-style-type: none"> Children can count up and backwards from 10. (Children to also use 1p coins and understand the context of money.) -Children can match numbers to the number of objects to 10 -Children match cardinal with ordinal numbers to 10th. Children can count and sort objects up to 10 into different groups using hoops as a physical Venn diagram. -Children can extend number counting to 15. - Children can identify missing numbers on a number line to 15. -Children learn how to write numbers to 10. -Children can say the preceding and following number. -Children can say the number one more or one less than. <p><u>Spatial reasoning SSM</u></p> <ul style="list-style-type: none"> -Children can make comparisons between objects relating to size, length, weight and capacity.

	<ul style="list-style-type: none"> -Children can sort and group objects together based on their number. -Children know some routines linked to times of the day. -Children show an interest in shapes by playing with them.. -Children can play with jigsaws under 10 pieces. <p><u>Problem Solving and reasoning</u></p> <ul style="list-style-type: none"> -Children can say simple sentences e.g. there are 2 flowers. -Children can say sentences using more or less -Solve the problem of an incorrect pattern. -Solve practical problems e.g. matching the correct picture to the time of the day; matching the line of water in the glass to be more or less. 	<ul style="list-style-type: none"> shorter and compare objects. -Children can describe a simple pattern. -Children learn the concept of most and least. -Children can match sets that have the same number of items. -Children can sort objects according to their own categories. -Children can play jigsaws up to 15 pieces. <p><u>Problem Solving and reasoning</u></p> <ul style="list-style-type: none"> -Children can describe a pattern -Children can create their own pattern -Children can solve problems with a comparisons of length e.g. can anyone make a rolled playdough longer than this one? - Children can sort and match e.g. the number of bricks in one tower to the number in another. . 	<ul style="list-style-type: none"> -Children can count the sides of a shape. -Children can sort different shapes. -Children can complete patterns using shapes. -Children understand the concept of a pattern and when it is not a pattern. <p><u>Problem Solving and Reasoning</u></p> <ul style="list-style-type: none"> Children can play games such as hopscotch and skittles with numerical representations. -Children can identify when a number sequence is wrong and what the correct sequence is. -Children can identify shapes. -Children can match shapes. -Children can compare shapes. -Children can talk about how they know it is cold or warm from a picture. 	<ul style="list-style-type: none"> -Understand the idea of equal. - Know the difference to a square and a cube. -Know that the day is divided into hours. -Recognise shapes in the environment. <p><u>Problem Solving and reasoning</u></p> <ul style="list-style-type: none"> -Children can talk about shapes and patterns and explain what the pattern is. -Children solve real life problems including 'Is there enough?' and comparing differences. 	<ul style="list-style-type: none"> -Children can compare the difference and similarities between 2 shapes. -Children can 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' 	<ul style="list-style-type: none"> -Children can combine shapes to make new ones. Children can extend and create ABAB patterns. -Children can describe a sequence of events. <p><u>Problem Solving and reasoning</u></p> <ul style="list-style-type: none"> -Children can count down to forthcoming events on a calendar in terms of number of days or sleeps. -Children can refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'
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	<p><i>Understanding the World: Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p> <p><i>Implementation</i></p> <p><i>We use a cross curricular approach so that children can connect experiences with texts we read and exploring the themes in the world around us. Our quality texts form the basis of our termly topics and offer the children vocabulary development across a range of broad range of situations. We value the experiences when children start school and we build on what they know, making links to past and present. Seasonal and environmental changes are weaved in to the curriculum throughout the year so children can predict, observe and make conclusions about what they see in a range of contexts.</i></p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Understanding the World</p> <p><i>Past and Present</i></p> <p><i>People, Culture and Communities</i></p> <p><i>The Natural World</i></p>	History	<p><u>Past and Present</u> Begin to develop an awareness of 'dragons' in stories from the past Chronology □ understand that their birthday and some other key festivals are annual & take place at different times of the year <i>Begin to make sense of their own life-story and family's history.</i> Children will learn about the history of seasonal celebrations.</p> <p><u>People, Culture and Communities</u> Begin to name and describe people who are familiar to them - focusing on similarities, differences, positive attitudes and respect Begin to recognise that people have different beliefs and celebrate special times in different ways Name & describe people who are familiar to them Begin to understand that some places are special to members of their community</p>	<p><u>Past and Present</u> Begin to make sense of their own life-story and family's history Begin to develop an understanding of chronology - sequencing events and remembering past events through photographs Begin to comment on images of familiar situations in the past Children will learn about the history of seasonal celebrations.</p> <p><u>People, Culture and Communities</u> Begin to name and describe people who are familiar to them - focussing on similarities, differences, positive attitudes and respect. Talk about members of their immediate family and community Name and describe people who are familiar to them Begin to understand that some places are special to members of their community,</p>	<p><u>Past and Present</u> Continue to make sense of their own life story and family's history Talk about members of their immediate family and community Name and describe people who are familiar to them Continue to develop an understanding of chronology - remembering past events through photographs and objects Comment on images of familiar situations in the past Children will learn about the history of seasonal celebrations.</p>	<p><u>Past and Present</u> Continue to make sense of their own life story and family's history Talk about members of their immediate family and community Name and describe people who are familiar to them Continue to develop an understanding of chronology - remembering past events through photographs and objects. Comment on images of familiar situations in the past Children will learn about the history of seasonal celebrations.</p>	<p><u>Past and Present</u> Observe how plants and animals change over time, comparing how they were in the past to how they are now. Children will learn about the history of seasonal celebrations.</p>	<p><u>Past and Present</u> Continue to develop an understanding of chronology - remembering past events through photographs and objects. Children will learn about the history of seasonal celebrations.</p>

	Geography	<p><u>People, Culture and Communities</u> Children will know that the green on a globe is land and the blue is sea. Know that the globe shows different countries around the world. Identify typical weather in Autumn.</p>	<p><u>People, Culture and Communities</u> Begin to recognise that people in different countries have different beliefs and celebrate special times in different ways e.g. harvest festivals, Diwali, Christmas Children will learn about how people in different countries celebrate Christmas. Children will know that Chorlton is in England.</p>	<p><u>People, Culture and Communities</u> Recognise some similarities and differences between life in this country and other countries. Know that we do not have certain animals in England and compare animals in different countries. Children will identify typical weather patterns in Winter. Know that we can only grow certain fruits and vegetables in England.</p>	<p><u>People, Culture and Communities</u> Recognise some similarities and differences between life in this country and other countries. Know that we do not have certain animals in England and compare animals in different countries. Children will identify typical weather patterns in Spring. Know that we can only grow certain fruits and vegetables in England.</p>	<p><u>People, Culture and Communities</u> Draw information from a simple map. Understand and talk about different jobs and roles in the world/community e.g. gardeners, farmers Children will identify typical weather in Summer.</p>	<p><u>People, Culture and Communities</u> Draw information from a simple map Recognise some similarities and differences between life in this country and others. Describe journey to school Name different types of transport Name familiar places passed each day Understand that not everyone has the same journey Understand that different places and buildings in the local community have different purposes Use a simple map Begin to develop an awareness of signs and symbols on simple maps Find places of interest on a simple map Draw and create own maps using objects, pictures and some signs / symbols Talk about a range of occupations - vehicle drivers e.g. taxi / bus / train driver, sailor, pilot, astronaut</p>
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	Science	<p><u>The Natural World</u> Explore the natural world around them Describe what they see, hear and feel whilst outside</p>	<p><u>The Natural World</u> Explore the natural world around them at Autumn time and the beginning of Winter Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live e.g. identify key features of a farm and compare the farm to the school grounds. Explore the natural world around them at Autumn time. Begin to notice some changes and talk about them e.g. leaf colour changes and cooler weather Experience harvesting e.g. picking own vegetables or fruit</p>	<p><u>The Natural World</u> Observe, discuss & predict natural processes: freezing / melting - snow and ice Recognise and name different animals from colder climates. Explore their characteristics, habitats and what they need to survive Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world Recognise some environments that are different to the one in which they live Explore the natural world around them Understand the effect of changing seasons on the natural world around them</p>	<p><u>The Natural World</u> Recognise some environments that are different to the one in which they live Recognise and name different animals living in hotter environments. Explore their characteristics, habitats and what they need to survive Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world Observe, discuss & predict natural processes: the effect of adding water to soil and sand.</p>	<p><u>The Natural World</u> Describe what they hear, see and feel Understand the need to respect and care for the natural environment Handle living things with care Understand and talk about how to look after animals and plants □ Explore and talk about a variety of animal habitats and what animals need to survive □ Begin to understand how plants and animals help each other Begin to recognise and name some parts of plants and animals Make observations and draw pictures of animals and plants Understand what some different parts of animals are used for e.g. wings, antennae Observe and begin to talk about how some animals change during their life cycle (e.g. caterpillars), using some correct terminology - cocoon, egg, hatch Understand the effect of changing seasons on the world around them - plants growing in Spring and Summer. Recognise and talk about how some environments are different to the one in which they live Make observations and draw pictures of plants Begin to develop an understanding of the lifecycle of a plant. Identify, talk about and compare different seeds. Begin to make some comparisons in growth between plant and a human.</p>	<p><u>The Natural World</u> Begin to recognise and name some parts of plants and animals. Understand what some different parts of animals are used for. Understand the effect of changing seasons on the world around them. Recognise and talk about how some environments are different to the one in which they live. Begin to understand how plants and animals help each other. Describe what they hear, see and feel. Understand the need to respect and care for the natural environment Handle living things with care Understand and talk about how to look after animals and plants Explore and talk about a variety of animal habitats and what animals need to survive Understand some important processes A small / big force (push or pull) can change the direction / speed and distance of an object moving Humans are not the only forces that can make things move</p>
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	Computing	Know how to take pictures of themselves and others using iPads. Know how to turn on a laptop. Recognise and press some familiar letters on a keyboard.	Begin to develop an understanding of the internet. Begin to type letters from their name on a keyboard. Begin to take a short video of the natural world.	Know that computers are used in different ways outside school - till, card machine, electronic doors. Can use directional language - right, left, straight on, forwards, backwards, next, then. Type their name on a keyboard with support.	Know how to programme a journey for a Beebot to follow - at least 3 instructions. Know how to take a short video of the natural world.	Type their name independently on a keyboard. Recognise most capital letters on the keyboard, using a sound mat prompt for support.	Name the main features of a computer - keyboard, screen, mouse. Know that we control the laptop. Know that we can find information from the internet/google maps/aerial photographs.
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<p>Expressive Arts and Design: Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Implementation</p> <p>We offer a wide range of opportunities to experiment with media and materials in our continuous provision. Children explore different materials freely, in order to develop their ideas about how to use them and what to make. They are introduced to a range of media such as pencils, chalks, pastels and different types of paint and they learn to develop the concepts of shape, form, colour, pattern, texture, print and space. They explore different tools and techniques in the malleable areas and through a variety of craft opportunities in their indoor and outdoor environment. Children develop their hand dexterity and control whilst allowing them to develop and refine their mark making and drawing skills. They start to approach their drawings, paintings and other artwork with a more focused purpose – planning what they wish to produce and adding more detail and expression as their skills develop. They learn to join materials, colour mix, explore different textures and show different emotions in their art work.</p>							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Expressive Arts and Design</p> <p><i>Creating with Materials</i></p> <p><i>Being Imaginative and Expressive</i></p>	Music	<p><u>Being Imaginative and Expressive</u></p> <p>Take part in simple pretend play</p> <p>Begin to develop complex stories using small world equipment</p> <p>Begin to develop storylines in their pretend play - including those linked to focus text</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses □</p> <p>Begin to explore and engage in music making and dance</p> <p>Sing in a group or on their own</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Show different emotions in drawings and paintings</p> <p>Begin to develop complex stories using small world equipment</p> <p>Develop storylines in their pretend play - including those linked to focus text</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own□</p> <p>Begin to explore and engage in music making and dance</p> <p>Begin to perform to others e.g. linked rhymes, songs and dances</p> <p>Take part in simple pretend play</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance. Develop storylines in their pretend play.</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance. Develop storylines in their pretend play</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Begin to invent, adapt and recount narratives with peers and teacher</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Explore and engage in music making and dance</p> <p>Move in time to music</p> <p>Perform songs, rhymes, poems and stories with others</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives with peers and teacher.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Explore and engage in music making and dance.</p> <p>Move in time to music.</p> <p>Perform songs, rhymes, poems and stories with others.</p>

	Art	<p><u>Creating with Materials</u> Draw with increasing complexity and detail, such as representing a face with a circle and including details Continue to explore colour and colour mixing.</p>	<p><u>Creating with Materials</u> Draw with increasing complexity and detail, such as features on an animal and representing a face with a circle and including details Continue to explore colour and colour mixing e.g. pink, brown, orange Mould play dough / clay using techniques such as rolling, squeezing pulling, patting, poking. Use tools appropriately to roll, cut and flatten. Explore different contrasting textures e.g. rough, smooth. Use techniques - scrunching, folding, tearing and cutting to create different effects</p>	<p><u>Creating with Materials</u> Explore and use a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Explore a range of painting techniques using water e.g., □ ice painting □ bubble painting □ water colour paints</p>	<p><u>Creating with Materials</u> Explore a range of painting techniques using water e.g., □ marbling □ chalk & water □ continue to use water colour paints Explore and use a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources and skills</p>	<p><u>Creating with Materials</u> Observe colours in nature and represent them in their artwork, mixing colours to match what they see</p>	<p><u>Creating with Materials</u> Create collaboratively - sharing ideas, resources and skills Use drawing tools with increasing precision & draw with increasing complexity and detail. Use printing techniques independently to make patterns and pictures, using a variety of artistic effects. Observe colours in nature and represent it in art work, mixing colours to match what they see.</p>
	DT	<p><u>Creating with Materials</u> Children will know which glue or tape to use for their chosen purpose. Use loose parts to make imaginative structures.</p>	<p><u>Creating with Materials</u> Use tools appropriately to roll, cut and flatten. Children will learn how to mould clay. Children will learn how make the flange join and treasury tag join,</p>	<p><u>Creating with Materials</u> Children will begin to return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will know how to make tab join and a split pin join</p>	<p><u>Creating with Materials</u> Children will begin to return to and build on their previous learning, refining ideas and developing their ability to represent them. Use collage and loose parts to make imaginative structures / pictures and patterns.</p>	<p><u>Creating with Materials</u> Children will return to and build on their previous learning, refining ideas and developing their ability to represent them. Prepare fruit and vegetables with increasing independence- washing, peeling, chopping.</p>	<p><u>Creating with Materials</u> Children will return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will follow the design, make, evaluate, process to make their own transport.</p>

Early Learning Goals (to be assessed at the end of the Reception year in a holistic approach using a best fit judgement)

Personal, Social and Emotional Development (PSED)	<i>Self-Regulation</i>	<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.
	<i>Managing self</i>	<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.
	<i>Building Relationships</i>	<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.
Communication and Language (CL)	<i>Listening , Attention and Understanding</i>	<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.
	<i>Speaking</i>	<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
Physical Development (PD)	<i>Gross motor skills</i>	<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.
	<i>Fine motor skills</i>	<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, paintbrushes and cutlery. ✓ Begin to show accuracy and care when drawing.
Literacy (L)	<i>Comprehension</i>	<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, paintbrushes and cutlery. ✓ Begin to show accuracy and care when drawing.
	<i>Word reading</i>	<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.
	<i>Writing</i>	<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.
Maths (M)	<i>Number</i>	<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.
	<i>Numerical Pattern</i>	<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.
Understanding the World (UW)	<i>Past and Present</i>	<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
	<i>People, Culture and Communities</i>	<ul style="list-style-type: none"> ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

		<ul style="list-style-type: none"> ✓ 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.
	<i>The Natural World</i>	<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.
Expressive Arts and Design (EAD)	<i>Creating with Materials</i>	<ul style="list-style-type: none"> ✓ 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.
	<i>Being Imaginative and Expressive</i>	<ul style="list-style-type: none"> ✓ 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.