



Reception Curriculum

"Of course, we can't put our entire focus on the curriculum; much of young children's best learning happens as they play and explore freely. As educators, we should make time and space for that, and judiciously intervene and challenge gently when helpful," Julian Grenier, September 2021.

It is useful to have a big picture of the learning children need to acquire from their time in the EYFS, but we must also remember the importance of motivation, building on children's interests and learning through play. There is plenty of evidence to support lay based learning in the early years...play is at the heart of an effective Early Education." Julian Grenier, September 2022

Communication and Language



Theme	3 and 4 Year Olds (Baseline)	AUTUMN 1 st (Whole school)	AUTUMN 2 nd	SPRING 1 st	SPRING 2 nd (Whole school)	SUMMER 1 st	SUMMER 2 nd (Whole school)
		Home sweet home	Child-led topic	Child-led topic	Dinosaurs	Child-led topic	Adrift (Lost and Found)
Communication and Language	<p>Listen to and recall longer stories.</p> <p>Pay attention to one <u>thing</u>.</p> <p>Use a wider range of vocabulary. Understand a question or instruction that has two parts. Understand 'why' questions.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story. Develop their <u>communications</u> - but may continue to have problems with irregular tenses and plurals.</p> <p>May have problems saying: - some sounds: r, j, k, s, z and sh - mult syllabic words.</p> <p>Use longer sentences of four to six words. 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. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: 'Let's go on a bus, you sit there, I'll be the driver.'</p>	<p>Engage in story-times. Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Engage in non-fiction books.</p>	<p>Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Connect one idea or action to another using a range of connectives. Learn rhymes, poems and songs.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and actions. Explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text; some as exact repetition.</p>	<p>Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><u>Year 1</u></p> <p>Listen and respond appropriately to adults and peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. Speak audibly and fluently with an increasing command of standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>
Plan Review	Do,	Adult model Plan Do Review process to support children	Adult to work alongside to vocalise their plan, adult to support carrying out their plan in the provision and to pose questions to aid their evaluations.	Adult to work alongside to vocalise their plan, adult to support carrying out their plan in the provision and to pose questions to aid their evaluations.	Children to begin to more independently verbalise their plan and reviews. Adult to pose questions to prompt where needed. Adults to check in to see how their plans are going during provision time.	Children to verbalise their plan for COOL time, stick to their plan or alter as they feel necessary. To evaluate their original plan - strengths, weaknesses, adaptations etc.	Children to verbalise their plan for COOL time, stick to their plan or alter as they feel necessary. To evaluate their original plan - strengths, weaknesses, adaptations etc.

Personal, Social and Emotional Development

<p>PSED</p>	<p>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. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p>	<p>Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenges.</p>	<p>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>	<p>Manage their own needs - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>Show an understanding of their own feelings Show understanding of <u>others</u> feelings (empathy) Regulate own behaviour Set and work towards simple goals Control impulses through waiting when appropriate Give focused attention to adults Follow instructions involving several ideas or actions. Be confident to try new activities Demonstrate independence Show resilience and perseverance Know right from wrong Explain the reasons for rules Try to follow the rules Managing personal needs and hygiene Understanding healthy food choices Understanding healthy living.</p>	<p>Show an understanding of their own feelings Show understanding of <u>others</u> feelings (empathy) Regulate own behaviour Set and work towards simple goals Control impulses through waiting when appropriate Give focused attention to adults Follow instructions involving several ideas or actions. Be confident to try new activities Demonstrate independence Show resilience and perseverance Know right from wrong Explain the reasons for rules Try to follow the rules Managing personal needs and hygiene Understanding healthy food choices Understanding healthy living. <u>Year 1</u> Road Safety, Washing hands, Friendship, Water Spillage, Jealousy, Sex and Relationships, Online Bullying, Growing Up, Our World, Hazard Watch Is It safe to eat or drink?</p>
<p>PSED - One Decision Unit</p>	<p>conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p>	<p>Pink goes to school Blue's indoor voice Purple is poorly Rainbow's food journey Yellow's bedtime Yellow learns about games Red needs the toilet</p>	<p>Pink misses mummy Blue explores road safety Blue's best friend Green's daddy moves out Orange feels worried Yellow play fights</p>	<p>Green gets glasses Blue learns to share Orange moves house Purple the passenger Yellow wants to play with orange Rainbow feels angry Red's nut allergy</p>	<p>Blue gets lost Green's greens Orange sleeps over Why does purple play differently? Rainbow helps at home Red goes swimming</p>	<p>Orange brushes her teeth Green stays in hospital Purple's Pet Bird Rainbow's day out Pink feels sad Red visits the dentist Pink's screen time</p>	<p>Green is moving up a year Rainbow visits the seaside Orange helps out Purple watches the news Yellow goes on holiday Pink has a new brother Red's hearing aid</p>
<p>One Decision - dilemma drops, sorting and talking cards all to be used alongside the corresponding animated storybooks Mindfulness videos and Mini Yoga sessions to be used daily to transition after lunch time.</p>							

<p>PSED - Use of resources</p>		<p>Introduce creative and junk modelling area Model use of correct aprons Washing up resources Setting up for the next child Children to find their name card to label their model</p>	<p>Children to find their name card to label their model</p>	<p>Children to write name to label their model Write a key word about their model Introduce sharing strategies</p>	<p>Children to write name to label their model Write a key word about their model</p>	<p>Children to write name to label their model Write a key word about their model Write a sentence about their model</p>	<p>Children to write name to label their model Write a key word about their model Write a sentence about their model</p>
<p>Key Skills</p> <ul style="list-style-type: none"> - To choose particular colours to use for a purpose - To explore what happens when they mix colours whilst painting - Match and recall colour names - Learn the primary colours - To experiment to create different textures - To select tools and techniques needed to shape, assemble and join materials they are using - To understand that different media can be combined to create new effects - To use simple tools and techniques competently and appropriately - To manipulate materials to achieve a planned effect - To construct with a purpose in mind, using a variety of resources - To select the appropriate resources and adapt work where necessary - Experiment with different shades of colours, eg. different shades of blue when painting the sea - Draw objects in the correct space on paper, eg. a sun in the sky, grass at the bottom of the page etc. - Name famous artists - Begin to talk about their work and what you like and dislike 							

Physical Development

<p>Gross motor - PE Hub</p>	<p>Continue to develop their movement balancing riding (scooters bikes and bikes) and ball skills</p> <p>Go up steps and stairs or climb up apparatus using alternate feet. Skip hop stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plans. For example choosing a spade to enlarge a small hole they dig with a trowel. Collaborate with others to manage large items such as moving a long plank safely carrying large hollow blocks</p>	<p>Gymnastics 1 Manipulation and Coordination 1</p> <p>Review and refine the fundamental movement skills they have already acquired - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>One Decision - Mini yoga sessions</p> <p>Whole class bikes plus intervention groups</p>	<p>Body Management 1 Dance 1</p> <p>Progress towards a more fluent style of moving with developing control and grace</p> <p>One Decision - Mini yoga sessions</p>	<p>Speed Agility Travel 1 Gymnastics 2</p> <p>Review and refine the fundamental movement skills they have already acquired - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group - Develop overall body strength balance co-ordination and agility</p> <p>One Decision - Mini yoga sessions</p>	<p>Dance 2 Cooperate and Solve Problems 1</p> <p>Develop the overall body strength co-ordination balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance gymnastics sport and swimming</p> <p>Combine different movements with ease and fluency</p> <p>One Decision - Mini yoga sessions</p>	<p>Body Management 2 Speed Agility Travel 2</p> <p>Further develop and refine a range of ball skills including throwing catching kicking passing hitting and aiming - Develop confidence competence precision and accuracy when engaging in activities that involve a ball</p> <p>One Decision - Mini yoga sessions</p>	<p>Manipulation and Coordination 2 Cooperation and Solve problems 2 Negotiate space and obstacles safely with consideration for themselves and others</p> <ul style="list-style-type: none"> - Demonstrate strength balance and coordination when playing. - Move energetically such as running jumping dancing hopping skipping and climbing. <p>One Decision - Mini yoga sessions</p> <p><u>Year 1</u></p> <p>Pupils should develop fundamental movement skills becoming increasingly competent and confident and access a broad range of opportunities to extend their agility balance and coordination individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities in a range of increasingly challenging situations. Master basic movements including running jumping throwing and catching as well as developing balance agility and co-ordination and begin to apply these in a range of activities. Participate in team games developing simple tactics for attacking and defending. Perform dances using simple movement patterns</p>
<p>Gross Motor - One Decision</p> <p>Bikes - Ready Set Ride</p> <p>Space to play</p>	<p>Prepare 2 Ride -Fingers and Thumbs Steady <u>As</u> You Go. Sweep and Swap Jump Children can Hold pick up and release Walk Balance and <u>Look</u> Move objects from side to side across my <u>body</u>. Jump in different directions</p> <p>Intervention - tricycles</p> <p>Daily access to whole school playground for running and provided with resources to embed skills from discrete PE sessions</p>	<p>Mini Yoga</p> <p>Prepare 2 Ride -Step It Up Twist and Pass Stamp and Slide Children can step over and jump over small obstacles without stopping Pass and receive 10 objects without dropping them in a seated position Stamp on and slide an object from in front to behind my body. Interventions - tricycles</p> <p>Daily access to whole school playground for running and provided with resources to embed skills from discrete PE sessions</p>	<p>Mini Yoga</p> <p>Skills 2 Ride Balance - Wobble Wobble Scoot stride glide Speed it up and slow it down Box the lot Children can lift feet up and balance Scoot and then glide for 3 metres Scoot or stride slowly and quickly by changing speeds Slow down and stop 5 times consecutively Interventions - balance bikes</p> <p>Daily access to whole school playground for running and provided with resources to embed skills from discrete PE sessions</p>	<p>Mini Yoga</p> <p>Skills 2 Ride Balance - Cross Dot to dot I Spy Scoot and limbs Children can Scoot or stride following a wiggly line Scoot or stride changing directions and stop Scoot or stride quickly forwards for 10 metres While scooting and striding glide and duck under a barrier with control 3 times Interventions - balance bikes</p> <p>Daily access to whole school playground for running and provided with resources to embed skills from discrete PE sessions</p>	<p>Mini Yoga</p> <p>Skills 2 Ride Pedals - Pedal and Glide Zig Zags Corner Explorer Limbs Children can pedal and glide for 10 metres Ride in a zigzag for 20 metres Corner to the left and right Move my full body left right forwards and backwards on the bike Interventions - stabilisers</p> <p>Daily access to whole school playground for running and provided with resources to embed skills from discrete PE sessions Access to whole school lunch time play - supported by EYF5 adults</p>	<p>Mini Yoga</p> <p>Skills 2 Ride Pedals - Foot down Ups and downs Wave and <u>Go</u> Figure It out Children can pedal for 20 seconds without putting a foot down Pedal on the bike whilst out of the saddle for 10 metres Take one hand off the handlebars for 5 seconds Cycle round a figure of 8 3 times</p> <p>Interventions stabilisers/no stabilisers</p> <p>Daily access to whole school playground for running and provided with resources to embed skills from discrete PE sessions Access to whole school lunch time play - supported by EYF5 adults</p>	<p>Mini Yoga</p> <p>Skills 2 Ride Pedals - Foot down Ups and downs Wave and <u>Go</u> Figure It out Children can pedal for 20 seconds without putting a foot down Pedal on the bike whilst out of the saddle for 10 metres Take one hand off the handlebars for 5 seconds Cycle round a figure of 8 3 times</p> <p>Interventions stabilisers/no stabilisers</p> <p>Daily access to whole school playground for running and provided with resources to embed skills from discrete PE sessions Access to whole school lunch time play - supported by EYF5 adults</p>

Fine Motor	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use larger muscle movements to weave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank depending on its length and width. Choose the right resources to carry out their own plan. For example choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment for example making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up snips. Be increasingly independent in meeting their own care needs.</p>	<p>To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools. To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching.</p>	<p>To hold a knife and fork correctly. To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig-zagged line. To use a tripod grip when mark making. To write taught letters using correct letter formation.</p>	<p>To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs. To write taught letters using correct letter formation.</p>	<p>To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed.</p>	<p>To hold scissors safely and correctly and cut out various materials. To paint using thinner brushes. To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p>	<p>To create detail in drawings using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals.</p>
Handwriting		<p>Module 1</p> <p>W6 1/2 - circles and spirals</p> <p>W6 3/4 - j, k, t</p> <p>W6 5/6 - u, w, o</p> <p>W6 3/4 - Lines and Diagonals</p> <p>W6 5/6 - Jollies and zigzags</p>	<p>W6 1/2 - o and o</p> <p>W6 3/4 - a and d</p> <p>W6 5/6 - n, m, h</p>	<p>W6 1/2 - j and y</p> <p>W6 3/4 - g and q</p> <p>W6 5/6 - h, p, k</p>	<p>W6 1/2 - u, n, r</p> <p>W6 3/4 - f, x, z</p> <p>Module 2</p> <p>W6 5/6 - <u>write</u> up activities</p>	<p>W6 1/2 - letter families</p> <p>W6 3/4 - letter families</p> <p>W6 5/6 - A, B, C, D, E</p> <p>Year 1</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (in letters that are formed in similar ways) and to practice these.</p>	
Scissor Control	<p>Enjoys tearing paper</p> <p>Develop and interest in scissors and understands their use</p> <p>Can hold scissors when an adult has helped position them</p> <p>Can hold scissors correctly without help</p> <p>Can open and close scissors</p>	<p>Make cuts in a forward motion</p>	<p>Cut in a <u>straight line</u> keeping scissors level</p>	<p>Cut out simple shapes with one or more change in direction</p>	<p>Cut along curved lines</p>	<p>Cut out circles</p>	<p>Cut out more complicated shapes with straight and curved lines</p>

Literacy

<p>Reading</p>	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound such as money and mother. Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Engage in extended conversations about stories learning new vocabulary</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words so that they can read short words made up of known letter-sound correspondences (dependent on baseline on entry)</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words so that they can read short words made up of a known letter-sound correspondences. Read a few common exception words matched to the school's phonic programmes</p>	<p>Blend sounds into words so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programmes</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes</p> <p><u>Year 1</u></p> <p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes including (where applicable) sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words. Read words containing taught GPCs and -s -es -ing -ed -er and -y endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions and understand that the apostrophe represents the omitted letter(s). Read books aloud accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up fluency and confidence in word reading. Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently, being encouraged to link what they read or hear to their own experiences, becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, recognising and joining in with predictable phrases; learning to appreciate rhyme and poems and to recite some by heart; discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate readings; discussing the significance of the title and events; making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far; participating in discussions about what is read to them, taking turns and listening to what others say; explaining clearly their understanding of what is read to them.</p>
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Vehicle Text		Juniper Jupiter by Lizzie Stewart	Little Red by Beth Woolven	Star in a jar by Sam Hay	The Storm Whale by Benji Davies	Clem and Crab by Fiona Lumbers	The Something by Rebecca Cobb
Author Spotlight		Lizzie Stewart -Fiction -Link to Home Sweet Home -Links with Ready Steady Write text theme	Pippa Goodhart -You choose books -Top Ten - Links with Ready Steady Write text theme	National Geographical -Link to World Around us topic -Little Kids First books -Non-fiction	Benji Davies - Links with Ready Steady Write text theme -Fiction	Melanie Walsh -Link to Top Ten Text -Non-Fiction	Catherine Stephenson - Non-fiction -How to be a friend -Links with Ready Steady Write text theme
Linked Texts		Superbat by Matt Carr Here Come the Superheroes: Raps and Rhymes to Save the World Newspaper Boy and Origami Girl by Michael Foreman My Mum Is A Superhero by Angela McAllister George Saves The World By Lunchtime by Dr Jo Readman Take Off Your Brave by Nadim Superhero by Julia Donaldson Astro Girl by Ken Waller -Max The Day the Crayons Quit by Oliver Jeffers SuperTale by Sue Hendra	Red Riding Hood - Much More Than A Story! Big Book The Three Little Pigs - Much More Than A Story! Big Book The Big Bad Wolf - by Jane Goulbourne The Three Little Pigs by Jane Goulbourne Billy and the Beast by Nadia Shireen You Choose Fairytales by Pippa Goodhart Stinky By Sally Grindley Rosie's Walk by Pat Hutchins Paws and Claws! All About Wolves of The World by Bobo's Little Brainiac Books National Geographic Animal Encyclopedias 2500 Animals with Photos, Maps and More! By National Geographic Kids Magazine	Tiny Little Rocket by David Fickling A Rocky of Space Poems by John Foster The Lost Stars by Hannah Cumming Beegu by Alexis Deacon How To Catch A Star by Oliver Jeffers Laura's Star by Klaus Baumgart The Fox and The Star by Coralie Bakford-Smith Whatever Next by Jill Murphy Owl Babies by Martin Waddell Goodnight Moon by Margaret Wise Brown	Seashore (beginners) by Lucy Bowman A First Book of The Sea by Nicola Davies The Sea Saw by Tom Percival Three By The Sea by Mini Grey Oz Frog by Kes Gray Mr Armitage on Wheels by Quentin Blake Handa's Surprise by Eileen Browne Mr Grogg's Outing by John Birmingham On The Way Home by Jill Murphy The Snail and The Whale by Julia Donaldson	Seed To Plant by National Geographic Kids It Starts With A Seed by Laura Knowles Kate Who Tamed The Wind by Liz Garton Scarsion Oliver's Vegetables by Vivian French Clean Up! By Nathan Bryon Lucy and Tom At The Seaside by Shirley Hughes One Is A Snake Ten Is A Crab by April Pulley Sayre My World Your World by Melanie Walsh Under The Ocean by Anoush Rassabet Kipper's Beach Ball by Mick Inkpen	Dogger by Shirley Hughes Lost and Found by Oller Percival A Great Big Cuddle by Michael Rosen The Tiger Who Came To Tea by Judith Kerr Mr Big by Ed Vere The Owl and The Pussycat by Ian Beck Rain Before Rainbows by Scott Halls Former Duck by Martin Waddell Six Dinner Sid by Inga Moore Gruffalo by Julia Donaldson

Rhymes /Poems		-Pat-a-cake -1, 2, 3, 4, 5 Once I caught A Fish Alive -5 Little Speckled Frogs -Twinkl Twinkl little star	- Lazy Wussy Spider - Humpty Dumpty -Jack and Jill Poems -Here it comes	- Hickory Dickory Dock -I'm a little teapot -Mary had a little lamb Poems - Moon Rocket	-Hot Cross Buns - Little Bo Peep Poems -A Tiny Seed was Sleeping -There's a tiny caterpillar on a leaf	-5 currant buns in a baker's shop - 10 in a bed Poems - A rainbow of Feelings - I went to the shop	-Queen of hearts - Pussay Cat Pussay Cat Poems -London bridge is <u>falling down</u> -Ring O' Ring O' Roses
Songs		-1, 2, 3 It's Good To Be Me -Dangle, Dangle, <u>Scarecrow</u>	-When Santa Got Stuck up the chimney -Up on the house top	-5 little men in a flyer saucer -5 Little Ducks	-I'm a spring chicken -Hokey Cokey	-10 green bottles -Miss Polly had a dolly	-London's Burning -Proud by Heather Small
Phonics	Phase 1	Wk1/2 - <u>scap</u> Wk3/4 - I <u>pinch</u> Wk5/6 - g, a, c, h, ck This to, I, no, go, into, little, of, ten Review and assess	Wk1/2 - <u>ca, is, st</u> Wk3/4 - <u>ff, ff</u> -l Wk5/6 - <u>leave</u> He, she, we, me, was Review and assess	Wk1/2 - <u>sses</u> Wk3/4 - <u>ss, qudsity</u> Wk5/6 - <u>thog, dgoes</u> you, they, all, are, hen Review and assess	Wk1/2 - <u>stckctck</u> ng Wk3/4 - <u>stckctck</u> Wk5/6 - <u>oochoo, polong</u> <u>ssap</u> <u>off, sebers</u> six, seven, have Review and assess	Wk1/2 - <u>or, secess</u> Wk3/4 - <u>ssaple, sse(sso)</u> Wk5/6 - <u>ssap</u> 5/6 - <u>ss(ss)uresture</u> Review and assess Ba, are, my, ssten, too.	Wk1/2 - Blending adjacent consonants <u>Wk3/4</u> - Blending adjacent consonants <u>Wk5/6</u> - Blending adjacent consonants Review and assess why, sky, again, look <u>Year 1</u> Complete Level 4 and 5
Writing Outcomes and Writing Purpose		Narratives: A Superhero Story Outcome 1: superhero sentences Purpose 1: Retell Outcome 2: Letter Purpose 2: To persuade	Narratives: A Traditional Tale Outcome 1: traditional tale sentences Purpose 1: To retell Outcome 2: Instructions Purpose 2: To inform	Narratives: A Finding Story Outcome 1: Finding story sentences Purpose 1: Retell Outcome 2: Poster sentences Purpose 2: To inform	Narratives: A Friendship Story Outcome 1: Friendship story sentences Purpose 1: To retell Outcome 2: whole poem sentences Purpose 2: To describe	Narratives: A Friendship Story Outcome 1: To tell and write a friendship story Purpose 1: To retell Outcome 2: A letter Purpose 2: To inform	Narratives: A Friendship Story Outcome 1: Losing Story Narrative Purpose 1: Retell Outcome 2: Animal information sentences Purpose 2: To inform

<p>Writing -Composition</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or <u>all</u> of their name.</p> <p>Write some letters accurately.</p>	<p>Re-tell and Letter -Depicting the main events of the story using between 3 and 5 images. -Pupils to mark make next to each image explaining what is happening. -Hear and say the initial sound in words</p>	<p>Re-tell and Instructions -Begin to break speech down into words. -Hear and say the initial sound in words and some subsequent sounds. -Segment the sounds in simple words and blend them together. -Link sounds to letters -Write labels and captions -Write CVC words</p>	<p>Re-tell and Poster -Begin to break the flow of speech into words. -Write labels and captions. -Attempt to write short sentences in meaningful contexts. -Use phonic knowledge to write words in ways which match their spoken sound. -Spell some irregular common words. -Write CVC's</p>	<p>Re-tell and poem -Attempt to write short sentences in meaningful contexts. -Use phonic knowledge to write words in ways which match spoken sounds. -Apply taught digraphs into writing.</p>	<p>Re-tell and Letter -To orally retell the story. -To write a shortened version of the story. -Use phonic knowledge to write words in ways which match spoken sounds. -Spell some common irregular words. Write simple sentences which can be read by themselves and others. -Apply taught digraphs and trigraphs into writing. Write words with adjacent consonants.</p>	<p>Re-tell and information text -Write simple sentences which can be read by themselves and others (applying taught phonic sounds). -Spell some common irregular words. -Write phonetically plausible words. -Key features of narrative in own writing. -Have an awareness of capital letter and full stop when writing a simple sentence.</p> <p><u>Year 1</u> Write sentences by saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense. As well as discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
<p>Writing -Transcription</p>		<p>Spell words by identifying the sounds and then writing the sounds with the letters</p>	<p>Spell words by identifying the sounds and then writing the sounds with the letters. Re-read what they have written to check that it makes sense.</p>	<p>Spell words by identifying the sounds and then writing the sounds with letters. Write short sentences with words with known letter-sound-letter correspondences. Re-read what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known sound-letter correspondences. Re-read what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Spell words by identifying sounds and then writing the sound with letters. Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense.</p> <p><u>Year 1</u> Children should be taught to spell words containing each of the 40+ phonemes already taught; exception words <u>exception words</u> <u>days</u> of the week. Children should be taught to: name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; apply simple spelling rules; write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; use the prefix uni-; use -jog, -ed, -er and -git; where no change is needed in the spelling of root words (for example).</p>

Grammar - Word		<p>Focus on Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs)</p> <p>Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling</p> <p>*Teach high frequency words is, it, in, at, and, the</p>	<p>Build on previous units & focus on Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling</p> <p>*Secure previous unit high frequency words and teach I, no, go, to</p>	<p>Build on previous unit & focus on Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling</p> <p>*Secure previous unit high frequency words and teach he, she, we</p>	<p>Build on previous units & focus on Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling</p> <p>*Secure previous unit high frequency words and teach me, he, was, no</p>	<p>Build on previous units & focus on Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling</p> <p>*Secure previous unit high frequency words and teach my, they, her, all, are</p>	<p>Build on previous units & focus on Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling</p> <p>*Secure previous unit high frequency words and teach</p> <p>have, like, some, come, you, were, little, one, all, do, what, out, what</p> <p><u>Yes!</u></p> <p>Regular plural noun suffixes -s or -es <u>including</u> the effect of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of the root words <u>Recognise</u> how the prefix un- changes the meaning of verbs and adjectives</p>
Grammar - sentence		<p>Focus on Orally rehearse sentences and Word Count the number of words spoken prior to writing</p> <p>Focus on a <u>simple sentence</u> - Subject verb object eg. Dan had a dog.</p> <p>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p> <p>Teacher model use of the Sentence Accuracy Check</p>	<p>Build on previous units & focus on Orally rehearse sentences and Word Count the number of words spoken prior to writing</p> <p>Focus on a simple sentence - Subject verb object eg. I got a gem.</p> <p>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p> <p>Teacher model and support correct use of the Sentence Accuracy Check</p>	<p>Build on previous units & focus on Orally rehearse sentences and Word Count the number of words spoken prior to writing</p> <p>Orally connect one idea or action using a range of connectives</p> <p>Re-read what they have written to check for meaning. Writes Combining words to make labels, captions, lists, phrases and short sentences</p> <p>Joining words using and, joining words and clauses using 'and'</p> <p>Teacher model support and encourage independence in the correct use of the Sentence Accuracy Check</p>	<p>Build on previous units & focus on Orally rehearse and recall sentence prior to writing</p> <p>Orally connect one idea or action using a range of connectives</p> <p>Write short sentences with words with known sound letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense. Writes Combining words to make labels, captions, lists, phrases and short sentences</p> <p>Joining words using and, joining words and clauses using 'and'</p> <p>Teacher model support and encourage independence in the correct use of the Sentence Accuracy Check</p>	<p>Build on previous units & focus on Orally rehearse and <u>writes</u> short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others</p> <p>Re-read what they have written to check that it makes sense. Writes Combining words to make labels, captions, lists, phrases and short sentences</p> <p>Joining words using and, joining words and clauses using connectives (eg. but, because, and)</p> <p>Teacher model support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><u>Yes!</u></p> <p>How words can <u>combine</u> to make sentences. Joining words and joining clauses using 'and'.</p>	<p>Build on previous units & focus on Orally rehearse and <u>writes</u> short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others</p> <p>Re-read what they have written to check that it makes sense. Writes Combining words to make labels, captions, lists, phrases and short sentences</p> <p>Joining words using and, joining words and clauses using connectives (eg. but, because, and)</p> <p>Teacher model support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><u>Yes!</u></p> <p>How words can <u>combine</u> to make sentences. Joining words and joining clauses using 'and'.</p>

Grammar - text		<p>Focus on:</p> <ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding. - Learn new vocabulary from texts - Support recognition of the four parts of a simple narrative - opening, build up, problem and ending. - Begin to retell familiar stories and texts in their words and / or repetition. 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding. - Learn new vocabulary from texts - Recognise four parts of a simple narrative - opening, build up, problem and ending. - Retell the story - some as exact repetition and some in own words including: Once upon a time, So, First, Next, <u>Finally</u>. - Sequence sentences to form short narratives. 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding. - Learn new vocabulary from texts - Recognise four parts of a simple narrative - opening, build up, problem and ending. - Retell the story - some as exact repetition and some in own words including: Once upon a time, So, and Suddenly. - Sequence sentences to form short narratives. 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding. - Learn new vocabulary from texts - Recognise four parts of a simple narrative - opening, build up, problem and ending. - Retell the story - some as exact repetition and some in own words including: Once upon a time, So, Soon and <u>Suddenly</u>. - Sequence sentences to form short narratives. 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> - Learn new vocabulary from texts - Recognise four parts of a simple narrative - opening, build up, problem and ending. - Tell stories making use of recently introduced vocabulary from known stories - non-fiction and poems. - Retell the story - some as exact repetition and some in own words including: Once upon a time, Then, one night, The very next morning and Then. - Sequence sentences to form short written narratives. 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> - Learn new vocabulary from texts - Recognise four parts of a simple narrative - opening, build up, problem and ending. - Tell stories making use of recently introduced vocabulary from known stories - non-fiction and poems. - Retell the story - some as exact repetition and some in own words including: Once upon a time, Then, Suddenly and Late that night. - Sequence sentences to form short written narratives. <p><u>Year 1</u> Sequencing sentences to form short narratives.</p>
Grammar - Punctuation		<p>Focus on:</p> <ul style="list-style-type: none"> - Letter formation - Separation of words and spaces 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> - Letter formation - Separation of words with spaces - Capital letters - Personal pronoun - I, she, he - Full Stops 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> - Letter formation - Separation of words with spaces - Capital letters - Personal pronoun - I, she, he - Full Stops 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> - Letter formation - Separation of words with spaces - Capital letters - Personal pronoun - I, he, she - Full Stops - Capital Letters for names 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> - Letter formation - Separation of words with spaces - Capital letters - Personal pronoun - I, he - Full Stops - Capital Letters for names 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> - Letter formation - Separation of words with spaces - Capital letters - Personal pronoun - I, he, she - Full Stops - Capital Letters for names <p><u>Year 1</u> Children should develop their understanding of the concepts set out in English Appendix 2 by leaving spaces between words; joining words and joining clauses using and; beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; using capital letter for names of people, places, the days of the week, and the personal pronoun I.</p>

Maths

Mathematics Phase		Getting to know you Match, Sort, Compare Talk about measure and pattern It's Me 1,2,3!	Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5! Mass and Capacity Growing: 6,7,8	Length, height and time Building 9 and 10 Exploring 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and Grouping Visualise, build and map Make connections Consolidation
Number	Fast recognition of up to 3 objects, without having to count them individually (subitising). Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Show 'finger numbers' up to 5. Link numerals and amounts for example showing the right number of objects to match the numeral up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	Find 1,2 and 3 Subitise 1,2 and 3 Represent 1,2 and 3 1 more 1 less Composition of 1,2,3	Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5	Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Find 6, 7 and 8 Represent 6, 7 and 8 Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising	Find 9 and 10 Compare numbers to 10. Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd	Build numbers beyond 10 (10 -13). Continue patterns beyond 10 (10-13). Build numbers beyond 10 (14-20). Continue patterns beyond 10 (14-20). Verbal counting beyond 20 Verbal counting patterns Add more How many did I add? Take away How many did I take away?	Explore sharing Explore grouping Even and odd sharing Play with and build doubles <u>Year 1</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

<p>Numerical Patterns (including spatial reasoning)</p>	<p>Compare quantities using languages 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical languages: 'sides', 'corners', 'straight', 'flat', 'round'. Understand position through words alone – for example, 'The bag is under the table.' – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobby' etc. Extend and create ABAB patterns – stick leaf, stick leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p>	<p>Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Creating sorting rules Compare amounts Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p>	<p>Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Compare mass Find a balance Explore capacity Compare capacity</p>	<p>Explore length. Compare length. Explore height. Compare height. Talk about time Order and sequence Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns. Patterns in the environment</p>	<p>Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p>	<p>Identify units of repeating patterns Create own pattern rules. Explore own pattern rules. Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build. Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations <u>Year 1</u> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 - [] = 9$. Measurement Compare, describe and solve practical problems for: lengths and heights (long/short, longer/shorter, tall/short, double/half) mass or weight (heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (quicker, slower, earlier, later) Measure and begin to record lengths and heights, mass/weight, capacity and volume time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Describe position, directions and movements including half, quarter and three-quarter turn. Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes)</p>
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Understanding The World

<p>Understanding the world</p> <p>Past and Present</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Comment on images of familiar situations in the past.</p>			<p>Comment on images of familiar situations in the past.</p>		<p>Compare and contrast characters from stories, including figures from the past.</p> <p><u>Year 1</u></p> <p>Pupils should develop an awareness of the past using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people, places in their own locality.</p>
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<p>People, Culture and communities</p>		<p>Talk about member of their immediate family and community. Talk about member of their immediate family and community.</p>	<p>Name and describe people who are familiar to them. Understand some places are special to members of the community. Recognise that people have different <u>beliefs</u> and celebrate special times in different ways. Understand some places are special to members of the community. Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Draw information from a simple map.</p>	<p>Name and describe people who are familiar to them. Compare and contrast characters from stories including figures from the past.</p>	<p><u>Year 1</u> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills including first-hand observations to enhance their locational awareness. Name and locate the world's seven continents and five oceans. Name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Use basic geographical vocabulary to refer to: Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: Key human features including city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
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<p>The natural world</p>			<p>Explore the natural world around them. Describe what they see, hear and</p>		<p>Recognise some environments that are different from the one in which they live.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><u>Year 1</u> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>
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Computing		<p>ESafety 2 Create A Story Simple City (CLL planning)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Mash Came 2 Beat 2 Explore (EAD planning)</p> <p>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.</p>	<p>2 Paint A Picture Paint Projects Jigsaws 2 Pairs (Fine Motor-planning)</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>2 Connect Purple Mash Topics (UW planning)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p>Writing Templates 2 Create A Story 2 Email 2 Connect (Literacy planning)</p> <p>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.</p>	<p>Maths City 1 Number Paint Project 1 2 Count 2 Quis (Numerical Patterns planning)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><u>Year 1</u> Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.</p>
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Expressive Arts and Design



<p>Creating with materials</p>	<p>Explore different materials freely to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous <u>lines</u> and begin to use these shapes to represent objects. Draw with increasing complexity and detail such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings like happiness, sadness, fear etc. Explore colour and colour-mixing.</p>	<p>Drawing</p> <p>Create closed shapes with continuous <u>lines</u> and begin to use these shapes to represent objects. Draw with increasing complexity and detail such as representing a face with a circle and including details.</p>	<p>Painting / Puppets</p> <p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings like happiness, sadness, fear etc.</p>	<p>Printing / 3D Models</p> <p>Explore colour and colour-mixing. Show different emotions in their drawings - happiness, sadness, fear etc.</p>	<p>Weaving</p> <p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Collage / Sculptures</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Clay</p> <p>Make something move.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p><u>Year 1</u></p> <p>To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.</p>
<p>Being Imaginative and expressive</p> <p>Music</p>	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>	<p>Charanga Unit Me</p> <p>Find the pulses. Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels.</p>	<p>Charanga Unit Christmas</p> <ul style="list-style-type: none"> - Hosanna Rock - Hurrying to Bethlehem - It's Christmas - Tell The Christmas Story 	<p>Charanga Unit Everyone</p>	<p>Charanga Unit Dinosaurs</p>	<p>Charanga Unit Our World</p>	<p>Charanga Unit Changes</p> <p><u>Year 1</u></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>
<p>Drama Role Play Domestic/Fantasy</p>	<p>Take part in simple pretend play using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits such as a city with different buildings and a park.</p>	<p>Family homes developing to (link to retelling/discussing family <u>customs</u>, moving to Festivals and celebration)</p> <p>Castle (homes)</p>	<p>Post Office</p> <p>Christmas workshop</p>	<p>De-constructed role Heroes</p>	<p>Floral Aquarium</p>	<p>Vet Surgery (link to oral hygiene)</p>	<p>Travel agents (link to discussions about their own holidays and experiences)</p> <p>Weather station (link to science and measuring/observing weather)</p>
<p>Potential Visitors/Visits</p>		<p>Delamere Pumpkins</p> <p>Walk around the local area</p>	<p>Library Visit</p> <p>Church Visit</p>	<p>Visit to library to listen to stories</p>	<p>Aquarium</p>	<p>Vet, Police, Fire visit</p> <p>Library visit</p>	<p>Delamere Forest</p>

Early Learning Goals

The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs) as set out below. The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1. Practitioners working with children below reception age do not need to use the ELGs as, for the vast majority of children, the EYFS Profile will be carried out by their school teacher at the end of the reception year. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's 12 individual level of development in relation to each of the ELGs. Recorded written or photographic evidence is not required. *EYFS Framework*

Communication and Language ELG: <i>Listening, Attention and Understanding</i>	Children at the expected level of development will: - 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 <u>conversation</u> when engaged in back-and-forth exchanges with their teacher and peers.
Communication and Language ELG: <i>Speaking</i>	Children at the expected level of development will: - 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.
Personal, Social and Emotional Development ELG: <i>Self-Regulation</i>	Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their <u>behaviour</u> 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.
Personal, Social and Emotional Development ELG: <i>Managing Self</i>	Children at the expected level of development will: - 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.
Personal, Social and Emotional Development ELG: <i>Building Relationships</i>	Children at the expected level of development will: - 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.
Physical Development ELG: <i>Gross Motor Skills</i>	Children at the expected level of development will: - 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.
Physical Development ELG: <i>Fine Motor Skills</i>	Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing.
Literacy ELG: <i>Comprehension</i>	Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling <u>stories</u> ¹⁴ and narratives using their own words and recently introduced vocabulary. - Anticipate - where appropriate - key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Literacy ELG: <i>Word Reading</i>	Children at the expected level of development will: - 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.
Literacy ELG: <i>Writing</i>	Children at the expected level of development will: - Write <u>recognisable</u> 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.
Mathematics ELG: <i>Number</i>	Children at the expected level of development will: - Have a deep understanding of numbers to 10, including the composition of each number. - <u>Subitise</u> (<u>recognise</u> 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.

Mathematics ELG: <i>Numerical Patterns</i>	Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World ELG: <i>Past and Present</i>	Children at the expected level of development will: - 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.
Understanding the World ELG: <i>People, Culture and Communities</i>	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
Understanding the World ELG: <i>The Natural World</i>	Children at the expected level of development will: - 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 ELG: <i>Creating with Materials</i>	Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colours design, texture, form and function. - Share their creations, explaining the process they have used. 16 - Make use of props and materials when role playing characters in narratives and stories.
Expressive Arts and Design ELG: <i>Being Imaginative and Expressive</i>	Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.