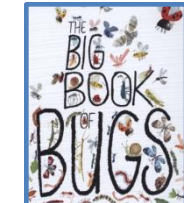
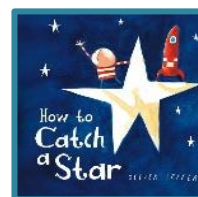
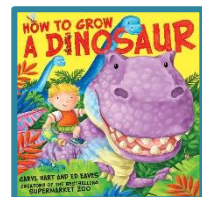
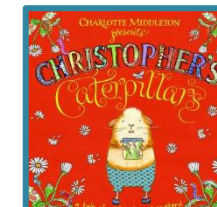
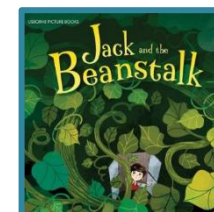
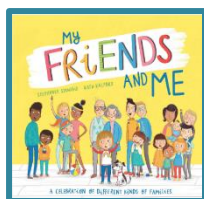


Reception Curriculum 2023-2024

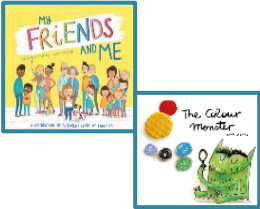


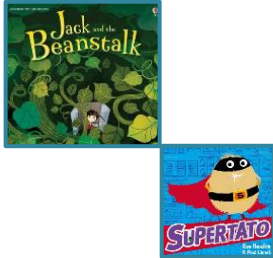

EYFS Framework 2023



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

Age Related Expectations * *Adaptive teaching to be included within short term planning, driven by assessment*

On-going consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me	Autumn & Celebrations	Animals: Arctic & Prehistoric	Journeys & Transport (inc. Space)	Food & Growth/ Life Cycles	Minibeasts/ Life Cycles
Planning around a quality text: <i>To be chosen following children's interests</i>						
Linked texts <i>Green- Trad Tales</i> <i>Black- Fiction</i> <i>Blue- Non-Fiction</i> <i>Poetry / Poem</i> <i>Diversity & Community</i>	<ul style="list-style-type: none"> We all Have Different Families-Meliissa Higgins My Hair-Hannah Lee Its Ok to be Different-Todd Parr Happy in our skin-Fran Manushkin Why Should I brush my Teeth?-Katie Daynes Hello Friends-Bola Williams Friendship Bench-Wendy Meddour My Daddies-Gareth Peter&Garry Parsons New Baby- Sarah Shaffi The Three Little Pigs Hello Goodbye-Michael Rosen 	<ul style="list-style-type: none"> The Tiny Woman's Coat- Joy Cowley The Birthday Queen-Audrey & Don Wood Stickman- Julia Donaldson After the storm-Nick Butterworth Mr Willoughby's Christmas Tree-Robert Barry Autumn-Clare Collinson Autumn is here-Hedid Poss Gray Little Glow- Katie Sahota Autumn is here Festivals-Jane Bingham Festival of Colours-Surishtha Sehgal Goldilocks and the Three Bears 	<ul style="list-style-type: none"> Bumpus Jumpus Dinosaur Rumpus-Tony Mitton The Girl and the Dinosaur- Hollie Hughes Hello Penguin- Kathryn W STEM: Rosie Revere, Engineer- Andrea Beaty The Storm Whale-Beji Davies The Great Storm Whale-Beji Davies Nabil Steals a Penguin- Nishani Reed Mouse's Wood - A year in nature- Alice Melvin Little Red Riding Hood 	<ul style="list-style-type: none"> Oi Get Off Our Train-John Burningham Martha Maps Out-Leigh Hodgkinson Last Stop On Market Street-Matt De La Pena Don't Let The Pigeon Drive the Bus- Mo Willems Emma Jane's Aeroplane-Katie Howarth Amelia Earhart - Little People Big Dreams- Isabel Vegara Make Tracks: Emergencies, Trucks & Building Sites-Johnny Dyrander The Gingerbread Man Halfway Down (Poem - AA Milne) 	<ul style="list-style-type: none"> The Girl Who Planted Trees- Caryl Hart The Extraordinary Gardener- Sam Boughton Kitchen Disco-Clare Foges That's My Flower-Alice Hemming We found a seed-Rob Ramsden A Seed in Need- Sam Goodwin Lennie and Wilbur-Ken Wislon Max Princess & The Pea The Giant Turnip A Little Seed (poem - Mable Watts) 	<ul style="list-style-type: none"> Mad about Minibeasts -Giles Andreae The Woolly Bear Caterpillar - Julia Donaldson The Bee Book-Charlotte Milner Things with Wings-Paul Shipton The Bug Collector-Alex G Griffiths Nature Trail- Benjamin Zephanian Caterpillar to Butterfly - National Geographic-Laura F Marsh Who is in the Egg-Alexandra Milton The Ugly Duckling

<p>Linked Songs & Rhymes</p> <p><i>Learn one new song / rhyme or poem every week – include consolidation of some nursery rhymes (coded in grey) to build the children's confidence to perform</i></p>	<ul style="list-style-type: none"> ○ Heads, Shoulder, Knees and Toes ○ 1,2,3,4,5, Once I caught a fish alive ○ Tommy Thumb ○ Ten Little Fingers ○ Polly put the kettle on ○ Miss Polly had a dolly ○ Hush a Bye Baby ○ Dr Foster went to Gloucester ○ Got my toothbrush ○ Days of the week song ○ 	<ul style="list-style-type: none"> ○ Little Lamps are Burning (Diwali) ○ 5 Round Pumpkins ○ Wee Willie Winkie ○ Jack be Nimble ○ Happy Birthday in different languages ○ Five / Ten Little Squirrels or leaves ○ Autumn leaves are falling down ○ Christmas songs 	<ul style="list-style-type: none"> ○ Mulberry Bush ○ 5 Little Snowmen ○ Snowflake Snowflake ○ 10 Little Penguins ○ Icy toes, chilly noes ○ Polar Bears Live in the Arctic ○ Counting songs in different languages 	<ul style="list-style-type: none"> ○ The Wheels on the Bus /Train / Bike ○ Aeroplanes in the Sky ○ This is the way we cross the road ○ The big ship sails on the ally-ally-oh ○ Row row row your boat / Brush Brush Brush your teeth ○ Grand Old Duke of York 	<ul style="list-style-type: none"> ○ I'm a Little Bean ○ Five / Ten Little Peas in Pea Pod ○ The gardener plants a seed ○ Planting time ○ Mary Mary Quite Contrary ○ The Rain ○ I like the weather 	<ul style="list-style-type: none"> ○ Incy Wincy Spider ○ Worm at the Bottom of the Garden ○ 5/10 little speckled frogs ○ Egg caterpillar, pupa, butterfly ○ Egg caterpillar, pupa, butterfly ○ If I were a butterfly
<p>Trips/Visitors Enrichments</p>	<p>Hook:</p> <ul style="list-style-type: none"> ○ Show and Tell: Photographs of families and baby pictures. ○ Grandparent's Afternoon [<i>Talk about when they were children</i>] ○ Stay & Play sessions 	<p>Hook:</p> <ul style="list-style-type: none"> ○ Autumnal Walk ○ Letter from Squirrel <p>Visitors:</p> <ul style="list-style-type: none"> ○ Reindeers Visit 	<p>Hook:</p> <ul style="list-style-type: none"> ○ Dinosaur Eggs <p>Visitors:</p> <ul style="list-style-type: none"> ○ Teach Rex ○ STEM visitor <p>Trip:</p> <ul style="list-style-type: none"> ○ School Library 	<p>Hook:</p> <ul style="list-style-type: none"> ○ Naughty Bus CCTV <p>Visitors:</p> <ul style="list-style-type: none"> ○ Parents who work in transport and vehicles e.g. pilots, bus drivers ○ Highway agency <p>Trip:</p> <ul style="list-style-type: none"> ○ Bus Ride 	<p>Hook:</p> <ul style="list-style-type: none"> ○ Evil Pea attacks classroom ○ Planting/ Seed growing <p>Visitors</p> <ul style="list-style-type: none"> ○ Bowland Farm 	<p>Hook:</p> <ul style="list-style-type: none"> ○ Minibeast Hunt ○ Beach Party <p>Trip:</p> <ul style="list-style-type: none"> ○ Park / woodland
<p>Celebrations / Festivals / Special Events</p>	<ul style="list-style-type: none"> ○ Birthdays ○ Rosh Hashanah ○ Other Faiths Week: Judaism 	<ul style="list-style-type: none"> ○ Birthdays ○ Remembrance Day ○ Bonfire Night ○ Harvest Festival ○ Diwali / Hannukah ○ Christmas 	<ul style="list-style-type: none"> ○ Birthdays ○ Other Faiths Week: Hinduism ○ Valentine's Day ○ Luna New Year ○ Black History Month 	<ul style="list-style-type: none"> ○ Birthdays ○ Easter ○ Mother's Day ○ Storytelling Week ○ Eid al-Fitr/ Ramadan 	<ul style="list-style-type: none"> ○ Birthdays ○ St Catherine of Siena Day ○ Pentecost 	<ul style="list-style-type: none"> ○ Birthdays ○ Father's Day
<p>Religion</p>	<ul style="list-style-type: none"> ○ Myself (Domestic Church- Family) ○ Welcome (Baptism) ○ Birthday (Advent, Christmas, Loving) ○ Other Faiths 		<ul style="list-style-type: none"> ○ Celebrating (Community) ○ Gathering (Relating) ○ Growing (Lent/ Easter, Giving) ○ Other Faiths 		<ul style="list-style-type: none"> ○ The Good News (Pentecost- serving) ○ Friends (Reconciliation) ○ Our World (Universal Church) ○ Other Faiths 	

Live Life to the Full

Module 1 Created and Loved by God

Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles
Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
Story Sessions Handmade With Love	Session 1 I Am Me	Session 1 I Like, You Like, We All Like!	Session 1 Growing Up
	Session 2 Heads, Shoulders, Knees and Toes	Session 2 All the Feelings!	
	Session 3 Ready Teddy?	Session 3 Let's Get Real	

Module 2 Created to Love Others

Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe
Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
Session 1 Role Model	Session 1 Who's Who?	Session 1 What is the Internet?	Session 1 Safe Inside and Out
	Session 2 You've Got A Friend In Me	Session 2 Playing Online	Session 2 My Body, My Rules
	Session 3 Forever Friends		Session 3 Feeling Poorly
			Session 4 People Who Help Us

Module 3 Created to Live in Community

Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
Session 1 God is Love	Session 1 Me, You, Us
Session 2 Loving God, Loving Others	

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

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, story-telling 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.

Autumn

Spring

Summer

Learning Priorities: **Linked to Development Matters 2021**

Listening, Attention and Understanding

- *Understand a question or instruction that has two parts*
⇒ Daily routines e.g. tidy up time, challenges... *instruction*
- *Understand 'why' questions*
⇒ Why do you think he/she feels...? ...*question*
- Understand how to listen carefully and why listening is important
- Learn new vocabulary linked to daily routine / theme
⇒ See *UW*: □ All About Me □ Autumn □ Celebrations
- **Begin to** engage in story time
⇒ Join in with repeated refrains / fill in rhyming words
- Listen to and **begin to** talk about stories to build familiarity and understanding
⇒ Discuss characters, events, setting ... *character, happened*
- Listen carefully to rhymes and songs and **begin to** pay attention to how they sound
⇒ Learn rhymes, songs & poems
⇒ Anticipate words, begin to adapt phrases (*with support*) ...*rhyme*

Speaking

- Use new vocabulary throughout the day
- **Begin to** ask questions to find out more and to check they understand what has been said to them
⇒ Model & encourage questions after instructions
- **Begin to** articulate their ideas and thoughts in well-formed sentence
⇒ Express □ Ideas to friends □ Book talk
- **Begin to** connect one idea or action to another using a range of connectives... *and, because, although, but..*
- **Begin to** describe events in some detail ...*now, next, first, then, after*
- Develop social phrases
⇒ Routines of the day ... *greetings, How are you?*
⇒ Friendship ... *Would you like to...?*
- **Begin to** retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
⇒ Focused & linked texts – within small world / role play

Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- **Consolidate** listening carefully to and learn rhymes, poems and songs
⇒ Join in with repeated refrains and rhyming pairs.
- Listen to and talk about stories to build familiarity and understanding
⇒ Make detailed predictions, compare characters, retell in sequence.
- **Consolidate** listening to and talking about non-fiction books, developing a familiarity with new knowledge and vocabulary
⇒ Identify features on non-fiction texts ... *contents, fact*
⇒ Recall simple facts.
- Understand how to listen carefully and why listening is important.
⇒ **Consolidate** maintaining focused attention in small groups and whole class discussions
- Understand humour e.g. *nonsense rhymes / jokes*

Speaking

- Use new vocabulary in different contexts
⇒ Apply new vocabulary in conversation with peers and through role play
- **Consolidate** asking questions to find out more and to check they understand what has been said to them...*what, where, who, why, how*
- Articulate their ideas & thoughts in well-formed sentences
- **Consolidate** connecting one idea or action to another using a range of connectives... *and, because, although, but*
- Describe events in some detail ...*now, next, first, then, after, later, finally / in the end*
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
⇒ Verbally plan in extended sentences
- Use social phrases with confidence
- **Consolidate** retelling a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

Listening, Attention and Understanding

- 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
- **Independently** make comments about what they have heard and ask questions to clarify their understanding
⇒ Show a deep understanding in group discussions
- Listen carefully to rhymes and songs, paying attention to how they sound.
- **Confidently** hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
⇒ Initiate conversation, taking turns for many turns.
- Understand humour more readily e.g. *nonsense rhymes/jokes*
- **Confidently** engage in storytimes.
- Engage in non-fiction books.
⇒ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
⇒ Identify and explain key features... *fact, contents, glossary, index, heading*

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
⇒ Consistently engage in guided reading discussions, peer discussion in shared sessions and in continuous provision.
- Offer explanations for why things might happen... *I think... because*
- **Confidently** make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Learn rhymes, poems and songs and recite them **independently**
- Express their ideas and feelings about their experiences using full sentences ... *I feel / felt ... because*
⇒ Use of past, present and future tenses
⇒ Making use of conjunctions, with modelling and support from their teacher ...*and, because, although, but*

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

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.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Self-Regulation

- *Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share*
 - ⇒ How to compromise and negotiate to solve problems
 - ⇒ Use □ book talk □ puppets □ real life experiences
- **Begin to** express feelings and consider the feelings of others
 - ⇒ Identify and name emotions ... *emotion, feeling, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited*
 - ⇒ Link book character's emotion to own experiences ... *expression, mood, feeling/emotion*
- **Begin to** set own goals and show resilience and perseverance in the face of challenge
 - ⇒ Set a shared goal with a friend
- **Begin to** identify and moderate own feelings socially and emotionally
 - ⇒ Focus on □ keeping *calm* □ being *patient* □ waiting for a *turn* □ *sharing* □ tidying up after themselves ..*wait*
 - ⇒ **Begin to** use multiple strategies to self-regulate...'*Wheel of Choice*'/ **begin to** use *Calm Corner, right, wrong*

Managing Self

- Manage own self-care needs ... *fasten*
 - ⇒ Independent use of □ zips □ buttons □ coats □ shoes
- **Begin to** try new activities and show independence
 - ⇒ Access all types of enhancements (indoors & outdoors)
- Know and **begin to** talk about the different factors that support their overall health and wellbeing:
 - ⇒ Toothbrushing – importance and how ... *clean, decay, sugar/ sweet, teeth, tooth brush, tooth paste, dentist*
 - ⇒ Talk about importance of daily exercise and healthy eating ... *exercise, healthy / unhealthy, heartbeat, fit*

Building Relationships

- **Begin to** see self as a valuable individual
- Describe self, positively ... *proud, special, love*
- **Begin to** build constructive and respectful relationships
 - ⇒ Use social language to develop friendships see CL

Self-Regulation

- Express feelings and consider the feelings of others
 - ⇒ Through naming their emotions, express to peers and adults how they are feeling and why (*see autumn vocab*)
 - ⇒ Show consideration through listening to other's ideas and finding compromises
- **Consolidate** setting own goals and show resilience and perseverance in the face of challenge .. *keep, try, have another go, don't give up*
 - ⇒ Plan how to reach a set goal before starting an activity
- Identify and moderate own feelings socially and emotionally
 - ⇒ Focusing on moderating emotions through a variety of strategies
- Think about the perspectives of others consistently
- **Consolidate** showing resilience and perseverance in the face of challenge
 - ⇒ Trialling alternative strategies ... *try something else, this way, a different way*
 - ⇒ Displaying a positive attitude towards challenge for internal sense of pride rather than external rewards
 - ⇒ Use multiple strategies to self-regulate (with support)...'*Wheel of Choice*'/ **continue to** use *Calm Corner, right and wrong*

Managing Self

- **Consolidate** managing own self-care needs
 - ⇒ Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing
 - ⇒ sensible amounts of '*screen time*'
 - ⇒ having a good sleep routine
 - ⇒ being a safe *pedestrian*
 - ⇒ regular physical activity
 - ⇒ healthy eating
 - ⇒ toothbrushing ... *clean, decay, sugar/ sweet, teeth, tooth brush, tooth paste, dentist*

Building Relationships

- See self as a valuable individual
 - ⇒ Verbalise what they are good at/ what makes them *special*
- **Consolidate** building constructive and respectful relationships

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
 - ⇒ Use multiple strategies to self-regulate...'*Wheel of Choice*'/ **independently** use *Calm Corner*
- **Independently** set and work towards simple goals
 - ⇒ Set goals which challenge themselves
- Being able to wait for what they want and control their immediate impulses when appropriate
- Consider the needs of others and **independently** come to compromises when facing conflict
- Give focused attention to what the teacher says
 - ⇒ responding appropriately even when engaged in activity
 - ⇒ show an ability to follow instructions involving several ideas or actions
 - ⇒ give focused attention, even when engaged in other tasks

Managing Self

- Be **confident** to try new activities
- 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.

Building Relationships

- Work and play cooperatively and take turns with others ... *cooperate*
 - ⇒ Listen to and include the opinions and perspectives of others
- Form positive attachments to adults and friendships with peers ... *friendship, with others*
 - ⇒ **Independently** engage with others and form special friendships
- Show sensitivity to their own and to others' needs.
- **Confidently** see self as a valuable individual

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Gross Motor Skills

- Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping - climbing*
 - ⇒ Engage in and develop confidence in actions
- Begin to** develop overall body-strength, balance, co-ordination and agility.
 - ⇒ Use above actions, within obstacle courses ... *balance, obstacle, spatial, on, in, under, through, over*
 - ⇒ Set own physical challenge ... *challenge, goal*
- Begin to** use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... *straight, upright, flat*
- Begin to** combine different movements with ease and fluency
 - ⇒ See above obstacle course
 - ⇒ Change movements / directions quickly
- Begin to** confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
 - ⇒ Understand rules and reasons
- Further develop and refine a range of ball skills including: *throwing, catching, kicking*
 - ⇒ Use different sizes / types of balls – in pairs
- Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene

Fine Motor Skills

- Use a comfortable grip with good control when holding pens and pencils*
 - ⇒ Consolidate tripod grip
- Begin to** develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
 - ⇒ Ensure regular engagement and develop confidence in use of tools... *grip, steady, snip, twist, curve, straight*
 - ⇒ **Begin to** extend cutting experiences e.g. *tape, cardboard*

Gross Motor Skills

- Consolidate** the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping - climbing*
- Progress towards a more fluent style of moving, with developing control and grace
- Develop overall body-strength, balance, co-ordination and agility.
 - ⇒ *Gymnastics sessions with outside agency*
 - ⇒ *Team games.. team*
- Consolidate** using their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Consolidate** combining different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Further develop and refine a range of ball skills including: *passing, batting and aiming ... pass, bat, aim*
- Consolidate** using their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Begin to** participate in a range of PE lessons, indoors and outdoors ... *tall, small, flat, in the air*
 - ⇒ *Forward roll*
 - ⇒ *Bend* and balance
 - ⇒ Jumping

Fine Motor Skills

- Consolidate** small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
 - ⇒ **Continue to** extend cutting experiences e.g. *fabric, ribbon*
- Develop the foundations of handwriting style which is fast, accurate and efficient, **consolidating**:
 - Effective pencil grip
 - Correct letter formation (*see Literacy: Writing*)

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
 - ⇒ Demonstrate spatial reasoning, control and balance
- Demonstrate strength, balance and coordination when playing
 - ⇒ **Independently** display above attributes on climbing frame, bike track, in gross motor activities and team games
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Confidently** combine different movements with ease and fluency
 - ⇒ Show precision and accuracy when transitioning into different movements
 - ⇒ Change speed and direction **confidently** ... *speed*
- Confidently** and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Participate in a range of PE lessons, indoors and outdoors outdoors ...
 - ⇒ *Gymnastics*
 - ⇒ *Skipping*
 - ⇒ Hopping

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
 - ⇒ Accurate and consistent capital and lower case letter formation
 - ⇒ **Confidently** show fluency when handwriting (*see Literacy: Writing*)
- Use a range of small tools, including scissors, paint brushes and cutlery
 - ⇒ **Independently** choose appropriate tools / resources
- Confidently** show accuracy and care when drawing
 - ⇒ Display intricate detail such as emotions of characters drawn
 - ⇒ Give in depth meaning to marks made
 - ⇒ Show movement, feelings and realistic likeness in drawing

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

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).

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Reading: Comprehension / Word Reading

- **Begin** to retell simple stories and narratives using their own words and **some** recently introduced vocabulary.
 - ⇒ Recall key events ... *event*
 - ⇒ Talk about main characters.. *beginning, middle, end*
- **Begin** to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- *Understand the five key concepts about print, with a focus on*
 - ⇒ *Left to right*
 - ⇒ *1-1 correspondence ... word, letter, first / last*
- *Continue to develop P1 phonological awareness, focusing on*
 - ⇒ Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... *blending, segmenting*
- Read individual letters by saying the sounds for them
 - ⇒ Secure P2 & some P3 phonics... *phoneme, grapheme, alphabet*
- Blend sounds into words, so that they can read short words made up of known GPCs
 - ⇒ P2 & some P3 phonemes □ VC words □ CVC words
- **Begin** to read a few common exception words in line with ELS
 - ⇒ *Harder to read and spell words: I, the, no, put, of, is, to, go, into, pull, as, his, he, she, buses, we, me, be, push, was, her... harder to read and spell words*
- **Begin** to read simple phrases / sentences
 - ⇒ Apply P2 & mid P3 GPC
- Read pink B guided reading books aligned to phonic knowledge

Writing:

- *Write name correctly*
 - ⇒ Use correct letter formation
- *Use some of their print and letter knowledge in their early writing*
- **Begin** to form lower-case letters correctly
- **Begin** to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... *spell*
 - ⇒ Use □ initial sounds □ VC □ CVC words
 - ⇒ Write labels
- **Begin** to write lists & captions, focusing on ...*label, caption, finger / space*
 - ⇒ Oral rehearsal / vocabulary
 - ⇒ **Begin** to reread what they have written

Reading: Comprehension / Word Reading

- **Consolidate** using and understand **some** recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play ...*fiction, non-fiction, set, fact*
 - ⇒ Retell story in small world / role play (in correct sequence) ...*beginning, middle, end, set*
 - ⇒ Take on role of character using some story language
 - ⇒ Talk about likes and dislikes of texts, rhymes and poems
 - ⇒ Choose a book and begin to explain why ...*because*
- **Consolidate** anticipating - where appropriate - **some** key events in stories ...*predict / prediction*
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- *Continue to develop P1 phonological awareness, focusing on*
 - ⇒ Oral blending and segmenting
- Say the sound for:
 - ⇒ Consonant digraphs □ sh □ ch □ th, □ ng ...*digraph*
 - ⇒ P2 & P3 □ VC words □ CVC words
- **Consolidate** reading some common exception words in line with Essential Letters & Sounds
 - ⇒ *Harder to read and spell words: my, you, they, all, are, ball, tall, when, what, said, so, have, were, out, like, some, come, little, one, do, children, love (plus see Autumn words)*
- **Consolidate** reading words consistent with their phonic knowledge
 - ⇒ P3 □ CVC words
- Read simple phrases / sentences
 - ⇒ Apply P2-3, i.e. sets 1-7 + consonant digraphs
- Read red guided reading books aligned to phonic knowledge

Writing:

- Form most lower-case and capital letter correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
- Write captions/phrases and **consolidate** writing simple sentences using known GPCs ...*sentence, full stop, capital letter, make sense, reread, check*
 - ⇒ Orally rehearse caption of sentence before writing
- Re-read what they have written to make sure it makes sense
- **Consolidate** writing a variety of □ fiction and non-fiction sentences / captions

Reading: Comprehension / Word Reading

- *Continue to develop P1 phonological awareness*
 - ⇒ Oral blending and segmenting
- Demonstrate an understanding of what has been read to them by retelling stories 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.
 - ⇒ **Confidently** notice some relationships between one text and another
 - ⇒ **Independently** comment on perceived links with own life experience or other experiences, e.g. *films, books*
- Say the sound for each letter of the alphabet and secure confident recognition of P3 sounds.
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (*approximately yellow book band – instructional level*)
 - ⇒ *-ed, -er, -est (plus see Autumn/Spring words)*

Writing:

- Write recognisable letters (lower case and capital) most of which are formed correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs
 - ⇒ CVC words
- Write simple phrases and sentences that can be read by others
 - ⇒ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter
- **Confidently** show text cohesion, connecting ideas/events, beginning to write a sequence of two or more sentences
- **Begin** to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:
 - ⇒ 2–3-part story (*e.g. using story map/planner*)
 - ⇒ Instructions
 - ⇒ Fact files
- **Independently** re-read what they have written to make sure it makes sense

MATHEMATICS: □ Numerical Pattern □ Number

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.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
<p>Numerical Pattern / Number Getting to know you (WR Weeks 1-2)</p> <ul style="list-style-type: none"> Recite numbers to 10 □ Forward & backward ... <i>forwards, backwards</i> □ Break counting chain (not always starting from 1) Begin □ Count up to 10 □ Recognise total is still the same □ Use a variety of resources including numicon, ten frames etc.... <i>more, less, makes, equals, altogether</i> <p>Match, Sort & Compare (WR Weeks 3-4)</p> <ul style="list-style-type: none"> Match pairs, construct things which are the same, pictures & objects ...<i>same, pair</i> Sort...sort objects based on different attributes such as colour, size or shape ...<i>shape, size</i>. □ Explore sorting techniques and create sorting rules Begin to compare amounts <p>Mastering Number (Weeks 1-8) Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <ul style="list-style-type: none"> Begin to identify when a set can be subitised and when counting is needed...<i>subitise, number, total</i> Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. Begin to make different arrangements of numbers within 5 & talk about what they can see, to develop conceptual subitising skills...<i>set, altogether</i>, Spot smaller numbers 'hiding' inside larger numbers ...<i>arrangement, build, pattern</i> Begin to connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. Begin to develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. Compare sets of objects by matching...<i>more than, fewer than, compare, equal</i> Begin to develop the language of 'whole' when talking about objects with different parts. <p>Measure, Shape & Spatial Thinking Talk about Measure & Pattern (WR Weeks 5-6)</p> <p>⇒ Size, mass & Capacity: □ Begin to compare length, weight & capacity Order 2-3 items by length / weight ... <i>heavier/est, lighter/est, longer/est, shorter/est</i></p> <p>⇒ Explore Pattern: □ Continue, copy & create repeating patterns. Talk about pattern ... <i>repeat, next, before, after, in between</i></p> <p>Circles & Triangles (WR Weeks 9)</p> <p>⇒ Identify shapes in the environment / name & compare circles and triangles ...<i>circle, triangle</i></p> <p>⇒ Select, rotate and manipulate shapes</p> <p>⇒ Begin to talk about position ... <i>before, after</i></p> <p>Shapes with 4 sides (WR Week 12)</p> <p>⇒ Identify shapes in the environment & name shapes with 4 sides.. <i>square, rectangle</i></p> <p>⇒ Combine shapes with 4 sides □ Put shapes together to make new shape/s ... <i>fit, turn</i></p> <ul style="list-style-type: none"> Time □ Begin to use language to describe when events happen... <i>day, night, morning, afternoon, before, after, today, tomorrow.</i> 	<p>Numerical Pattern / Number Mastering Number (Weeks 9-16) Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals</p> <ul style="list-style-type: none"> Consolidate developing their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals...<i>how many</i> identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame ...<i>part, whole, altogether, stampoline, pattern</i> Consolidate identifying equal and unequal groups when comparing numbers ...<i>equal, unequal</i> understand that two equal groups can be called a 'double' and connect this to finger patterns ...<i>double</i> sort odd and even numbers according to their 'shape' ...<i>odd, even</i> Consolidate developing their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern ...<i>stopping number, count, total</i> order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers Combine 2 groups / find the total number of items (up to 10) in 2 groups by counting all of them together, using a range of manipulatives Consolidate the composition of numbers to 5 and develop with numbers to 10 □ Separate (partition) a group of up to 10 objects in different ways, recognising that the total is still the same □ Use number bonds to 10 Understand '<i>one more/less than</i>' to 10 with consecutive numbers... <i>six is one more than five</i> Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... <i>left</i> <p>Measure, Shape & Spatial Thinking Mass and Capacity (WR Week 3)</p> <ul style="list-style-type: none"> Compare mass □ Find a balance □ Explore / compare capacity 2-3 items by capacity... <i>order</i> <p>Length & Height (WR Week 6&7)</p> <ul style="list-style-type: none"> Explore and compare length and height □ Consolidate ordering 2-3 or more items by: length; height; weight; and capacity □ Use some non-standard measures to compare items: lengths; height; weight; and capacity Time □ Order & sequence familiar events □ Become familiar with a clock face / hands □ Measure and compare short periods of time ... <i>first, then, after, before, next, sooner, later</i> <p>Explore 3D shapes (WR Week 11-12)</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes Recognise, find, use and name some common 2D and 3D shapes Consolidate how to compose and decompose shapes Patterns: □ Continue, copy & create repeating patterns □ Identify patterns in the environment □ Identify more complex patterns 	<p>Numerical Pattern / Number Mastering Number (Weeks 19-26) Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <ul style="list-style-type: none"> Confidently display their counting skills, counting larger sets as well as counting actions and sounds...<i>equal parts, check</i> Independently explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame...<i>double, pattern</i> Confidently compare quantities and numbers, including sets of objects which have different attributes...<i>sort, sets, arrangements</i> continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Confidently generalise about 'one more than' & 'one less than' numbers within 10 Independently identify when sets can be subitised & when counting is necessary develop conceptual subitising skills Count up to 10 objects reliably, confidently and accurately □ Build numbers beyond 10 □ Confidently explain composition of number to 10 □ Confidently compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ... <i>using language of more than, less than, fewer, same as, equal to within a full sentence.</i> Confidently use vocabulary involved in addition and subtraction... <i>total, more, less, fewer, minus, take away, add, plus</i> <p>Independently use a range of manipulatives to show doubling, halving and sharing up to 10 □ Use language involved in doubling, halving and sharing ... <i>e.g. the same, both, equal, double, twice, half, halves, pair, left over</i> □ Automatically recall double facts.</p> <p>Measure, Shape & Spatial Thinking Manipulate, Compose and Decompose (WR Week 3&4)</p> <ul style="list-style-type: none"> Confidently select, rotate and manipulate shapes in order to develop spatial reasoning skills Create more complex patterns and symmetrical patterns □ Explain the rule or sequence of a pattern □ Explain shape arrangements Independently compose and decompose shapes within practical activities Confidently recognise / find and name most common 2D and 3D shapes <p>Visualise, Build and Map (WR Week 8,9,10,11)</p> <ul style="list-style-type: none"> Confidently identify units of repeating patterns Independently create own pattern rules □ Explore own pattern rules Replicate and build scenes and constructions □ Visualise from different positions □ Confidently describe positions □ Give instructions to build Explore mapping □ Understand and represent maps with models □ Confidently create own maps from familiar places / story situations

UNDERSTANDING THE WORLD (UW)

□ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

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.

UW: Past and Present (*Foundational Learning for KS1: History*) *Chronology feeds through all parts of past and present and throughout the school year. See additional UW Audit of Topics

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Chronology

- When Mum and Dad were little ... *past, history, long ago*
- Understand, follow and talk about the daily routine using a visual timetable
- Confidently** recite and talk about the days of week
- Begin to** understand that their birthday and some key festivals are annual and take place at different times of the year
- Begin to** know that across the year there are four seasons, focusing on Autumn.
- Understand sequencing vocabulary of *before, next, after*
- Begin to** use comparative language to measure time, and use tools to measure time e.g. *sand timer / timers / stopwatch*
- Begin to** develop an understanding of when events are taking place or have taken place i.e. *past, present or future*

Own life story

- Talk about their immediate family (All about Me)
- Develop an awareness of who is in their extended family e.g. *grandparents, aunts, uncles, cousins*
- Develop an awareness of different types of families
- Share and talk about some key family events / celebrations
- Understand that their parents and grandparents were once babies too.

Figures/ characters, settings and events from the past

- Become familiar with □ fictional stories and rhymes set in the past □ simple non-fiction texts about some significant figures from the past ... *a long time ago*
- Begin to** understand the past through settings, characters and events encountered in books read in class and storytelling □ **Begin to** talk about similarities and differences between the lives of character's / figure's and their own, focusing on homes ...*same, different*

Familiar situations from the past

- Begin to** comment on images of familiar situations in the past, focusing on homes
- Begin to** talk about the roles of people around them and their roles in society (See PC&C: Occupations)

Chronology:

- Understand, follow and talk about the daily routine using a visual timetable □ **Consolidate** talk about & predict next part of the day
- Know different things which happen on specific days of the week e.g. *PE, library, worship*.
- Know that there are 4 seasons in the year, focusing on Winter
- Know when their birthday is in relation to seasons
- Consolidate** using the language of ...*before, next, after, finally*
- Understand that dinosaurs appeared *a long time ago*, before people and that they are no longer any living dinosaurs... *extinct*
- Begin to** understand different periods of time across the school year e.g. *school holiday e.g. short / long holiday; one week / two weeks*
- Use** comparative language to talk about time and tools to measure time e.g. *sand timer / timers / stopwatch*

Own life story

- Continue** to talk about their immediate family, own life story and family history e.g. family events, journeys etc

Figures/ characters, settings and events from the past

- Continue to develop their** understanding of the past through settings, characters and events encountered in books read in different contexts □ Talk about similarities and differences between the lives of character's / figure's and their own, focusing on transport and journeys

Familiar situations from the past

- Begin to** know some similarities and differences between some things in the past and now, drawing on their experiences and what has been read to them in class, focusing on transport and journeys ...*used to, in the past*
- Continue to** talk about the roles of people around them and their roles in society (See PC&C: Occupations)

Chronology:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Confidently** understand, follow and talk about the daily routine using a visual timetable
- Independently** reflect on birthdays which have happened in the past and compare who had birthdays in different seasons/ months
- Know the months of the year... *names of the months*
- Confidently** talk about the different seasons over the course of the year.
- Confidently** use the language of *before, next, after and finally* in a variety of contexts e.g. *daily routine, trips across year*.
- Confidently** use comparative language to talk about time, and use tools to measure time e.g. *sand timer / timers / stopwatch*

Own life story

- Confidently** talk about their immediate family, own life story and family history.

Figures/ characters, settings and events from the past

- Understand the past through settings, characters and events encountered in books read in class and storytelling

Familiar situations from the past

- Know some similarities and differences between some things in the past and now, drawing on their experiences and what has been read to them in class
- Confidently** talk about the lives of the people around them and their roles in society (See PC&C: Occupations)

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

My family and community

- Talk about members of their immediate family and community
 - ⇒ Describe family members ... *grandparent, older, younger*
 - ⇒ Understand that there are many different types of families ...*parent, step-sister / brother / mum / dad, similar, different*
- Name and describe people who are familiar to them
 - ⇒ People in their local / school community... *site manager, office manager, lolly pop person, shop keeper*
- **Begin to** understand that some places are special to members of their community
 - ⇒ Talk about special places they go with their family
- **Continue to** develop positive attitudes about the differences between people
 - ⇒ **Demonstrate an** awareness and appreciation of their own physical features
 - ⇒ Talk about similarities and differences between themselves and others with developing appreciation and respect; within the school community, in the local community and beyond
- **Begin to** recognise that people have different beliefs and celebrate special times in different ways
 - ⇒ Understand different ways people celebrate birthdays ...*celebrate*
 - ⇒ Develop a knowledge and awareness of some festivals ... *festival, Diwali, Christmas, Eid*

Occupations

- **Begin to** talk about / take on the role of a range of occupations, using recently learnt vocabulary and sentence structures - □ *teacher* □ *site manager* □ *headteacher* □ *dentist* □ *emergency services*

Local environment - including maps

- Navigate and confidently use different indoor and outdoor learning spaces
 - ⇒ Talk about similarities / differences between YN and YR
- Become familiar with key school / home spaces & their purposes
- **Begin to** describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- **Begin to** understand that a map help you to find a place

Comparing life in the UK to life in other countries

- **Begin to** recognise and talk about some similarities and differences between life in this country and life in other countries
 - ⇒ Focusing on family / friends links with different *countries*
- Locate the UK and other countries of personal / class relevance, *with support*
- **Begin to** use maps to understand how relatively far / close other countries are from the UK

My family and community

- **Consolidate** a deeper awareness of self and their place in their family and wider community
 - ⇒ Visits to church, begin to attend worship, stay & plays, Easter crafts day
 - ⇒ Visit and talk about their local community
- **Continue to** develop positive attitudes about the differences between people
- Understand that some places are special to members of their community
 - ⇒ compare places of worship through other faith weeks ... *church, mosque, temple, park etc*
 - ⇒ Recognise that people have different beliefs and celebrate special times in different ways

Occupations

- Talk about / take on the role of a range of occupations, using recently learnt vocabulary and sentence structures - □ *bus/train/taxi drivers* □ *pilot* □ *Highway Agency workers*

Local environment - including maps

- Describe journey to school
 - ⇒ Name familiar places passed each day
 - ⇒ Understand not everyone has the same journey
 - ⇒ Name different types of transport used to travel
- **Begin to** draw information from a simple map
 - ⇒ **Begin to** develop an awareness of signs and symbols on simple maps ... *map*
 - ⇒ Find places of interest on a simple map, *with support*
 - ⇒ Identify land and sea on a world map or globe ..*land, sea*
- Map out a familiar journey, *with support* ... *journey*

Comparing life in the UK to life in other countries

- Recognise and talk about some similarities and differences between life in this country and life in other countries (through texts and topics)
 - ⇒ Use maps to talk about how you could travel from one country to another e.g. aeroplane, train, boat etc ... *ocean, sea, land, mountain, river, travel*
 - ⇒ **Begin to** develop an awareness of how journeys to school may be the same or different in other countries

My family and community

- **Confidently** 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
- **Confidently** explain that people have different beliefs and celebrate special times in different ways

Occupations

- **Confidently** talk about / take on the role of a range of occupations, using recently learnt vocabulary and sentence structures □ *Gardner*, □ *green grocer* □ *entomologists who study insects* □ *farmer* □ *vets*.

Local environment - including maps

- Actively engage in walks around the local environment / community
 - ⇒ Support with the planning of the journey / trip
 - ⇒ Describe observations using some correct names / vocabulary
 - ⇒ Understand that different places and buildings in the local community have different purposes
 - ⇒ Name different buildings within the local area (secular and religious)
 - ⇒ Share experiences of visiting different places / buildings
 - ⇒ Know key events that happen in some familiar buildings
- Draw information from a simple map
 - ⇒ Develop an awareness of signs and symbols on simple maps
 - ⇒ Find places / things of interest on a simple map
 - ⇒ Draw and create own maps using objects, pictures and some signs / symbols e.g. *map of minibeast habitats*

Comparing life in the UK to life in other countries

- 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.
 - ⇒ Link to food they experience – Where did the food grow / come from?

UW: Natural World *(Foundational Learning for KS1: Science & Geography)*

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Materials (including natural)

- Explore the natural world around them
 - ⇒ Autumn leaves □ sort by shape/size □ **begin to** identify some local tree species ... *nature, natural, some common tree names*
- Describe what they see, hear and feel whilst outside
 - ⇒ Autumn leaf shape, size & colour... *shape and colours words, long, spiky, gold, rust, orange*

Living things- Animals (including humans)/ Plants

- Begin to** make observations and draw pictures of animals and plants, *with practitioner support*
- Observe and **begin to** talk about how animals (including humans) and plants change during growth / life cycles..
 - ⇒ Human growth linked to when we were a baby
 - ⇒ Trees losing leaves in Autumn
- Begin to** understand the need to respect and care for the natural environment and all living things
- Begin to** explore and talk about a variety of animal habitats and what animals need to survive

Natural phenomena

- Begin to** understand the effect of changing seasons on the natural world around them – Autumn into Winter *(See also Past and Present: Chronology- seasons)*
 - ⇒ Observe / talk about changing □ seasons ... *season, summer, autumn, winter* □ changes in autumn ... *temperature, change, hibernation, darker, weather, wind*
 - ⇒ Know key features of autumn and beginning of winter e.g. *leaves fall, cooler weather, frost, fog, mist*
- Begin to** understand some important processes and changes in the natural world around them, including changing states of matter □ water freezes when very cold and the ice melts and heated by the sun

Different Environments/ Different countries

- Begin to** 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
 - ⇒ Participate in visits to different environments and name key features □ garden / forest □ play ground
 - Talk about likes / dislikes of key features within different environment and **begin to** give reasons (with support)

How things work/ exploring different processes

- Begin to** understand different ways things can move
 - ⇒ An object colliding into another can move it
 - ⇒ A small / big force (push or pull) can change the speed and distance of an object moving
 - ⇒ The direction of an object can be changed when pushed or pulled
 - ⇒ Humans are not the only forces that can make things move

Materials (including natural)

- Continue to** explore the natural world around them
 - ⇒ Identify a variety of flowers linked to spring ... *e.g. daffodil, snowdrops, crocus*
 - ⇒ **Begin to** make observations and draw pictures of animals and plants
- Describe what they see, hear and feel whilst outside
 - ⇒ Talk about similarities, differences and patterns in natural materials e.g. *leaves, stones*.

Living things- Animals (including humans)/ Plants

- Understand what some different parts of animals are used for e.g. *fur in arctic animals*.
- Understand some important processes in the natural world around them □ life cycles linked to dinosaur eggs
- Observe and talk about how animals (including humans) □ compare life cycles of penguins and dinosaurs, focusing on eggs
- Understand and talk about how to look after animals (including ourselves) □ feeding birds □ keeping healthy ... *exercise, keep fit*
- Begin to** talk about a variety of animal habitats □ *arctic* animals □ birds

Natural phenomena

- Understand the effect of changing seasons on the natural world around them – Winter into Spring *(See also Past and Present: Chronology- seasons)*
 - ⇒ Observe / talk about changing □ seasons □ key features Of winter and spring ...*spring, change, growth, baby animals, blossom, bulbs, bud*
- Understand of some important processes and changes in the natural world around them, including changing states of matter □ snow and ice melt, when warmed, to form water

Different Environments/ Different countries

- 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
 - ⇒ Talk about likes / dislikes of key features within different environment and **begin to** give reasons
 - ⇒ Use language to compare different key features within different environments □ compare local environment to the arctic

How things work/ exploring different processes

- Understand different ways things can move
 - An object colliding into another can move it
 - A small / big force (push or pull) can change the speed and distance of an object moving
 - The direction of an object can be changed when pushed or pulled
 - Humans are not the only forces that can make things move

Materials (including natural)

- Confidently** explore the natural world around them, making observations and drawing pictures of animals and plants
- Confidently** describe what they see, hear and feel whilst outside
 - ⇒ Focusing on □ plants / growth □ minibeasts / growth

Living things - Animals (including humans)/ Plants

- Confidently** explain what some different parts of animals and plants are used for
 - ⇒ Name different parts of a plant ... *leaf, stem, shoot, roots, bud*
 - ⇒ Name body parts of animals ... *wings, beak, claws, talons, fin*
- Confidently** explain some important processes in the natural world around them e.g. life cycles of caterpillars, growth of food.
- Observe and talk about how animals (including humans) grow / life cycles, beginning to use some correct terminology, focusing on the life cycle of caterpillars ...*moth, cocoon, chrysalis, spin, life cycle*
- Observe and **confidently** talk about how plants change during growth / life cycles, beginning to use some correct terminology ...*shoot, seedling*
 - ⇒ Know what plants need to be able to grow ... *light, soil, water, air, space*
- Independently** handle living things with care and talk about why this is important
- Begin to** predict where they might find different animals and why
- Begin to** understand how plants and animals need one other e.g. flowers and bees, humans and plants... linked to minibeasts

Natural phenomena

- Understand the effect of changing seasons on the natural world around them – Spring into Summer *(See also Past and Present: Chronology- seasons)*
 - ⇒ Observe / talk about changing □ seasons □ key features spring into summer
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
 - ⇒ **Begin to** develop an understanding of light, shade, shadows, heat, sunshine
- 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

Different Environments/ Different countries

- Know and talk about some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
 - Use language to compare different key features within different environments □ hot / cold countries
 - Use language to begin to compare different environments, including the types of food grown in different countries.

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials (Foundational Art and D&T)

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.

Autumn	Spring	Summer
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Learning Priorities: [Linked to Development Matters 2021](#)

Drawing & Painting: Offer a variety of □ mark-making objects of different thickness' (e.g. brushes felt pens, pencils, charcoal, pastels, crayons) □ on a variety of 2D and 3D surfaces (e.g. papers, card, recycled materials, foil, corrugated card, old maps) □ inside and outside on a large and small scale □ collaborative projects

<ul style="list-style-type: none"> ▪ Begin to draw with purpose, deciding what to draw before making marks. ▪ Use a variety of mark-makers with increasing control and efficiency. ▪ Understand that they can draw through observation (<i>e.g. portraits using mirrors</i>) ▪ In painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear. ▪ Explore what happens mixing primary colours to create secondary colours. 	<ul style="list-style-type: none"> ▪ Develop drawing within a range of contexts (<i>e.g. telling a story, figurative or responding to the way an object moves or feels</i>). ▪ Return to and build on previous learning. ▪ Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. ▪ Mix various shades of primary colours to create secondary colours and use these in artwork. 	<ul style="list-style-type: none"> ▪ With independence, create drawings based on feelings, real / imaginative experiences and stories. ▪ Use drawing tools with care and increasing precision. ▪ Draw with increasing complexity and detail. ▪ Observe colour in nature and represent it in artwork; mixing colours to match what they see. • Work collaboratively with other children, sharing ideas, resources and skills. • Return to and build on previous learning, refining ideas and developing ability to represent them.
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Printing: Revisit techniques from nursery and create own block print with everyday objects (natural and man-made), with techniques such as marking, cutting, crimping, crunching.

<ul style="list-style-type: none"> ▪ Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures. 	<ul style="list-style-type: none"> ▪ Have own ideas for print making (<i>e.g. finding their own everyday objects</i>) to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark. 	<ul style="list-style-type: none"> ▪ Use printing techniques with independence to make patterns and pictures, using a variety of artistic <i>effects</i> (<i>e.g. using irregular and repeating patterns</i>). <p style="text-align: right;">[Artist Stimulus: Athlea McNish]</p>
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3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Revisit and extend skills such as cutting, folding, tearing, joining, stacking, re-shaping and techniques such as papier mâché □ Offer and extend a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, pine cones) and different types of glue (e.g. PVA, glue sticks, flour & water) □ Involve children in small and large scale projects (indoors & outdoors), including some collaborative experiences - allowing them to share ideas, resources and skills

<ul style="list-style-type: none"> ▪ Clay/Playdough: Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (<i>e.g. sausages, balls, thumb pot</i>). Use tools appropriately to roll, cut, flatten etc. ▪ Loose Parts: Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc. <p style="text-align: right;">[Artist Stimulus: Andy Goldsworthy]</p>	<ul style="list-style-type: none"> ▪ Clay/Playdough: Combine pieces using different techniques and tools to represent a familiar object (<i>e.g. a caterpillar</i>) and represent the feel of an object (<i>e.g. spiky, furry, smooth</i>). ▪ Loose Parts: Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control. 	<ul style="list-style-type: none"> • Clay/Playdough: Make models with a purpose and with increasing skill (<i>e.g. shaping, moulding or combining pieces</i>) For instance, with a systematic approach - begin with a stalk, leaf, the disc floret and petals to make a sunflower. • Loose Parts: Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.
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Collage: Offer a variety of: □ materials e.g. recycled textured materials, weaving materials, natural resources (leaves, shells, pebbles), □ tools e.g. zig-zag scissors □ experiences e.g. light box

<ul style="list-style-type: none"> ▪ Explore different contrasting textures e.g. rough, smooth. ▪ Use techniques (<i>e.g. folding, crunching, tearing and cutting</i>) to create different effect. 	<ul style="list-style-type: none"> ▪ Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns. <p style="text-align: right;">[Artist Stimulus: Perle Fine]</p>	<ul style="list-style-type: none"> ▪ Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas.
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EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (Foundational Music / Dance)

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.

Autumn	Spring	Summer
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Learning Priorities: Linked to Development Matters 2021	<i>* Based on Charanga & Sing Up</i>
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<ul style="list-style-type: none"> ▪ <i>Take part in simple pretend play</i> ⇒ Family / play date role play ... <i>role, pretend, imagine</i> ▪ <i>Begin to develop complex stories using small world equipment</i> ▪ <i>Begin to develop storylines in their pretend play – including those linked to focus text ... story language, character, beginning, middle, end</i> ▪ <i>Begin to listen attentively, move to and talk about music, expressing their feelings and responses</i> ⇒ How does the music make me feel? ... <i>emotions vocabulary (see PSE)</i> ▪ <i>Begin to watch and talk about dance and performance art</i> ⇒ What type of dance/music is it? ... <i>adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i> ⇒ Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer</i> ▪ <i>Sing in a group or on their own</i> ⇒ Engage in circle and partner songs ⇒ <i>Begin to</i> make own verse for familiar song ▪ <i>Begin to</i> explore and engage in music making and dance ▪ Invent and dance / play music to show different emotions ... <i>emotions vocabulary (see PSE)</i> 	<ul style="list-style-type: none"> ▪ To invent, adapt and recount narratives with peers and teacher ⇒ Linked to CL and expanding vocabulary ▪ Consolidate making use of props and materials when role playing characters in narratives and stories ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Show rhythm and comparison of different sounds. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ⇒ Watch performance from other cultures and compare differences... e.g. lion dances in Lunar New Year ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Consolidate making own verse for a familiar song. ▪ Sing in a range of well-known nursery rhymes and songs ▪ Explore and engage in music making and dance, performing solo or in groups. ▪ Develop storylines in their pretend play. ▪ Consolidate re-enacting life experiences with characters they are familiar with 	<ul style="list-style-type: none"> ▪ Confidently invent, adapt and recount narratives and stories with peers and their teacher ▪ Sing a range of well-known nursery rhymes and songs ⇒ Independently perform a range of familiar songs and nursery rhymes. ▪ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music ⇒ Perform confidently solo or in a group ⇒ Use a variety of musical instruments correctly and independently. ▪ Independently make use of props and materials when role playing characters in narratives and stories ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Confidently sing a range of well-known nursery rhymes and songs ▪ Explore and engage in music making and dance ▪ Move in time to music
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<p>Sing Up Themes</p> <ul style="list-style-type: none"> ▪ Explore making sound with voices and percussion instruments to create different feelings and moods. ▪ Sing with a sense of pitch, following the shape of the melody with voices. ▪ Mark the beat of the song with actions. ▪ Explore storytelling elements in the music and create a class story inspired by the piece. ▪ Identify and describe contrasts in tempo and dynamics. ▪ Begin to use musical terms (louder/quieter, faster/slower, higher/lower). ▪ Respond to music in a range of ways e.g. movement, talking, writing. ▪ Make up a simple accompaniment using percussion instruments. ▪ Use the voice to adopt different roles and characters. ▪ Match the pitch of a four-note (la-so-mi-do) call-and-response song. ▪ Make up new lyrics and vocal sounds for different kinds of transport. ▪ Sing a tune with 'stepping' and 'leaping' notes. ▪ Play a steady beat on percussion instruments. 	<p>Sing Up Themes</p> <ul style="list-style-type: none"> ▪ Explore the range and capabilities of voices through vocal play. ▪ Develop a sense of beat by performing actions to music. ▪ Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). ▪ Enjoy moving freely and expressively to music ▪ Create a sound story using instruments to represent different animal sounds/ movements. ▪ Sing an action song with changes in speed. ▪ Play along with percussion instruments. ▪ Perform the story as a class. ▪ Listen to music and show the beat with actions. ▪ Make up new lyrics and accompanying actions. ▪ Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. ▪ Use appropriate hand actions to mark a changing pitch. ▪ Improvise a vocal/physical soundscape about minibeasts. ▪ Sing in call-and-response and change voices to make a buzzing sound. ▪ Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. ▪ Listen to a piece of classical music and respond through dance. 	<p>Sing Up Themes</p> <ul style="list-style-type: none"> ▪ Develop a song by composing new words and adding movements and props. ▪ Sing a song using a call-and-response structure. ▪ Play sea sound effects on percussion instruments. ▪ With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). ▪ Listen to a range of sea-related pieces of music and respond with movement. ▪ Improvise music with different instruments, following a conductor. ▪ Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. ▪ Play different instruments with control. ▪ Explore dynamics with voices and instruments. ▪ Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. ▪ Compose a 3-beat body percussion pattern and perform it to a steady beat. ▪ Sing a melody in waltz time and perform the actions. ▪ Transfer actions to sounds played on percussion instruments. ▪ Listen actively to music in 3/4 time. ▪ Find the beat and perform a clapping game with a partner. ▪ Invent and perform actions for new verses. ▪ Sing a song while performing a sequence of dance steps. ▪ Play a 2-note accompaniment, playing the beat, on tuned or untuned percussion. ▪ Listen to and talk about folk songs from North America.
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Charanga Focus: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

Domestic Role Play Themes (see booklet for more details)

▪ New Baby	▪ Celebrations	▪ Fix It Time	▪ New Puppy	▪ Keep Fit and Healthy	▪ Holiday Time
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EVALUATION:

AUTUMN TERM:

SPRING TERM:

SUMMER TERM: