

Reception Curriculum

St Peters CE

EYFS

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| **EYFS at St Peters:** Reception  **Sequenced Curriculum** | | | | | | | | |
| *Consolidation and revisit of key skills, knowledge and understanding is through continuous and enhanced provision.* | | | | | | | | |
| **Area of Learning** | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Overarching Theme** | **‘All About Me’ and ‘My School’** | **‘Tell me a Story.”** | | **‘A Special Journey.”** | **‘Land and Sea’** | | ‘**Dinosaurs**’ | ‘**Moving on’** |
| **Planning around a quality text:**  **Pathways to Write**  *Texts to be added to, following children’s interests.* |  |  | |  |  | |  |  |
| **Linked texts for Wider Curriculum** | *Whatever Next* by Jill Murphy  *Home* by Carson Ellis  *Lullabyhullabaloo* by Mick Inkpen | Stanley’s Stick – *John Hegley*  I Really Want the Cake - *Simon Philip* | | *Find me a Tiger* by Lynley Dodd  *All Aboard for the Bobo Road* by Stephen Davies  *The Gruffalo* by Julia Donaldson  *The Selfish Crocodile* by Faustin Charles | *The Pirates Next Door* by Jonny Duddle  *Ten Little Pirates* by Mike Brownlow  *How I became a Pirate* by Melinda Long  *Commotion in the Ocean* by Giles Andreae | | *Dinosaur Roar* by Paul and  Henrietta Stickland  *Katie and the Dinosaurs* by  James Mayhew  *The big book of dinosaurs* by  Usborne  *How to Grow a Dinosaur.*  *Volcanoes* Usborne Beginners | *That rabbit belongs to Emily Brown* by Cressida Cowell  *The Teddy Robber* by Ian Beck  *Where’s my teddy?* By Jez Alborough |
| **Trips/Visitors**  Enrichments | **Visitors/trip:**   * Parents visiting to share their occupations * Visit around the whole school to look at people’s roles and occupations * Visit the field- signs of Autumn | **Visitors/trip:**   * Visit to a farm * Church- Harvest | | **Visitors:**  Parents sharing holiday photos and destinations.  Visit the field- signs of Winter  Visit from emergency services | **Visitors:**   * Visit to an aquarium or Rockpool experience in class. * Pirate day * Visit the field- changes in the environment- beginning of spring | | **Visitors/trip:**  Possible Visit by dinosaur team- dino dig and model dinos.  Eggs/ frogspawn. | **Visitors/trip:**  Teddy bears’ picnic  Visit to new class- transition plan  Visit to the seaside. |
| **Celebrations / Special Events /Enrichment weeks** | * Transition to school * Birthdays * Black History week | * Birthdays * Harvest Festival * Diwali / Hannukah * Christmas * Faith week | | * Chinese New Year * Science Week | * Easter * Mother’s Day * Antibullying week | | * Mental Health week | * Father’s Day * St Peters Day * E safety week |
| **Vocabulary** | |  |  | | --- | --- | | peace  ‘at last,’  hour  tired  nocturnal  pretending  cuckoo  leaky | refrigerator  believe  owl  hedgehog  uncomfortable  peeped  alarm clock  yawn | | |  |  | | --- | --- | | teeny tiny  beware  chuckled  giggled  reached  cheered  squealed excitedly  warning  growling  snout  bellowed  yelped  scurried  chattered | roared  trembled  clattered  galloped  beady eyes  shivered  leaped  straw  field  brickyard  whiskers  chimney pot  cottage  forest | | | |  |  | | --- | --- | | journey  adventure  creep  creek  shortcut  crooked  knobbly  gnarly  clambered  pokey  pointy  scritchy, scratchy | vines  chuckled  flippy, whippy  slimy  slippy, slidey  gloomy  scary, starey  pish posh!  panic  glowed  fearsome  frightful | | |  |  | | --- | --- | | false alarm  warnings  pelican  attic  barrel  bobbing  villager  rusty  special  trudged  yelled | silently  harbour  gangplank  captain  crew  ashore  narrow  marched  growled  welcome  skull and crossbones | | | |  |  | | --- | --- | | beyond  lava flow  herbivore  carnivore  omnivore  graze  beware  lookout  termite  emergency | beast  lurks  enormous  explore  fear  jaws  muffled  survived  shrugged  palaeontologist | | |  |  | | --- | --- | | beloved  tatty  perfect  pounded  tumble  curiously  battered  company  returned | replace  locket  shoals  shimmering  hitched  guide  concerned  dock  harbour | |
| **Role play enhancements** | Home corner | 3 pig’s house/ workshop  Wolves den outside | | Travel agents  Garage outside/fire station | Smuggler’s cove  Pirate ship outdoors | | Dinosaur den  Dino dig outside  Home corner | Teddy bear’s cottage  Picnic area outside  Seaside shop |
| **Jigsaw puzzle pieces-PSHE** | Being in my World | Celebrating Difference | | Dreams and goals | Healthy me | | Relationships | Changing Me |
| **British Values** | We know that we are special. We respect cultures, beliefs and others.  We try to help others. | We treat everyone equally. We understand right from wrong. We try to help others. | | We understand right from wrong.  We respect the roles of people who help us. | We respect the roles of people who help us.  We respect cultures, beliefs and others. | | We understand the consequences of our actions.  We try to help others.  We listen to and respect others opinions. | We listen and resect others opinions.  We understand the consequence of our actions. |
| **Cultural capital** | Follow children’s interests  Exploring the field  Texts to develop experience and vocabulary  Develop knowledge  Share own experiences | Visit to the farm Follow children’s interests  Exploring the field  Texts to develop experience and vocabulary  Develop Knowledge  Share own experiences | | Visit from fire engine  Follow children’s interests.  Texts to develop experience and vocabulary  Develop knowledge  Share own experiences | Visit from rock pool  Follow children’s interests  Exploring the field  Texts to develop experience and vocabulary  Develop knowledge  Share own experiences | | Follow children’s interests  Texts to develop experience and vocabulary  Develop knowledge  Share own experiences | Visit to the beach Follow children’s interests  Texts to develop experience and vocabulary  Develop knowledge  Share own experiences |
|  | **Characteristics of Effective Learning**  **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. | | | | | | | |
| **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, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | | | | |
| **Autumn** | | | **Spring** | | | **Summer** | | |
| **Learning Priorities:** Linked to Development Matters | | | | | | | | |
| **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*…?* * Understand how to listen carefully and why listening is important * Learn new vocabulary linked to daily routine / theme * *See UW: □* Me and My Family □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)*   **Speaking**   * Use new vocabulary throughout the day -*maths and vocab list above* * 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*… because, although, but...* * Begin to describe events in some detail * 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. * Listen carefully to and learn rhymes, poems and songs- Pathways for Poetry. * Listen to and talk about stories to build familiarity and understanding * Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary * Begin to understand humour *e.g., nonsense rhymes / jokes*   **Speaking**   * Use new vocabulary in different contexts * Ask questions to find out more and to check they understand what has been said to them * Articulate their ideas & thoughts in well-formed sentence * Connect one idea or action to another using a range of connectives * Describe events in some detail * Use talk to help work out problems, organise thinking & activities explain how things work/why things happen * Develop and use social phrases with confidence * Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words   Spring 1-  *Early Talk boost continues for children with SL difficulties or below ARE.* | | | **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 * 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. * Understand humour more readily *e.g., nonsense rhymes/jokes*   **Speaking**   * 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.   New vocabulary around dinosaurs and growth.  Circle times, class discussions, artefacts in investigation station to promote language. | | |
| **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 | | | | | | | | |
| **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, 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   **Managing Self**   * Manage own self-care needs *… fasten coat* * Independent use of □ zips □ buttons □ coats □ shoes * Develop confidence 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* * 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 (use books: ‘Happy in Our Skin’ & ‘My Hair’)* * Begin to build constructive and respectful relationships * Use social language to develop friendships see CL * Transition * Emotions- make display and have time every day to discuss how we feel. | | | **Self-Regulation**   * Express feelings and consider the feelings of others * Set own goals and show resilience and perseverance in the face of challenge * Identify and moderate own feelings socially and emotionally * Think about the perspectives of others * Identify and moderate own feelings socially and emotionally   Focus on □ keeping *calm* □ being *patient* □ waiting for a *turn* □ *sharing* □ tidying up after themselves  **Managing Self**   * Manage own self-care needs * 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     **Building Relationships**   * See self as a valuable individual * Build constructive and respectful relationships * *Helping others- friendship-make a friendship display* * *Reactions and emotions- regulating* * *Feeling lonely- read stories and discuss experiences.* * *Collaborative sharing* | | | **Self-Regulation**   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.   **Managing Self**   * 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.   **Building Relationships**   * 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. * Continue to see self as a valuable individual * *Feeling cross or angry* * *Regulating emotions* * *Dealing with change* * *Loss* * *Transition to year one* * *Helping new children to understand rules and routines.* * *New start* | | |
| **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 | | | | | | | | |
| **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, prepositions- in outdoors* * 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 * Continue 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*   Monitor pencil grip- baseline  *Autumn 1- Spatial awareness and Dance/movement*  *Autumn 2- Balance* | | | **Gross Motor Skills**   * Continue to refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping – climbing* * Begin to progress towards a more fluent style of moving, with developing control and grace * Develop overall body-strength, balance, co-ordination and agility. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor * Combine 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* * Digging   **Fine Motor Skills**   * 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 * Begin to develop the foundations of handwriting style, which is fast, accurate and efficient, consolidating: * Effective pencil grip * Correct letter formation (see Writing) Use Essential letters and sounds formation and begin to use handwriting lines.   *Spring 1- Dance- Jungle Dance*  *Spring 2- Multi-skills and multisport* | | | **Gross Motor Skills**   * 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.   **Fine Motor Skills**   * 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.- observation drawing and abstract. * Observational drawings of flowers, frogs and plants, dinosaurs. * Handwriting interventions ongoing- looking at specific difficulties.   *Summer 1-Ball skills*  *Summer 2- Team Games/Sports day/Gymnastics* | | |
| **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**  **Pathways to write:**  **Reading:**  Joining in with key events and phrases in a retelling of the story  A representation of a favourite character in the story. Able to say which character it is and express some information about the character.  **Writing:**   |  |  |  | | --- | --- | --- | | Oral retelling of story  Draw images and write labels to represent the story.  To label a plan and attempt to write a simple caption.  Pathways to Poetry:   |  |  | | --- | --- | |  | * Introduce a storyline or narrative into their play * • Begin to break the flow of speech into words | | | | | **Spring**  **Pathways to write:**  **Reading:**  To draw/make a crocodile and be able to describe some of its features to a familiar adult  To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making.  **Writing:**   |  | | --- | | To create a story map of the journey and write labels/captions/ sentences describing the crocodiles. |   To write from the point of view of Tom, describing what he has learned about pirate ships. | | | **Summer**  **Pathways to write:**  **Reading:**  To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur storyline.  To sequence images depicting key events in the story and use the images to retell the basic story line.  **Writing:**  Retell and rewrite of the stories. | | |
| **Learning Priorities:** Linked to Development Matters | | | | | | | | |
| **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… *character, 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 phonics *… phoneme, grapheme, alphabet* * Blend sounds into words, so that they can read short words made up of known GPCs * P2 □ VC words □ CVC words * Begin to read a few common exception words matched to the school’s phonic programme * *I, go, to, the, no, into … tricky words* * Begin to read simple phrases / sentences * Apply P2 GPC * Read pink B guided reading books (decodable) aligned to phonic knowledge * Begin phase 3-end of alphabet sounds * Double letters □ ss □ ll □ zz □ ck □ ff * Consonant digraphs □ sh □ ch □ th, □ ng *…digraph* * Begin to read words consistent with their phonic knowledge * Apply P2-3, i.e. sets 1-7 + consonant digraphs * Begin to read red reading books (decodable) 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, space* * Oral rehearsal / vocabulary * Begin to reread what they have written | | | **Reading:** Comprehension / Word Reading   * Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play*…fiction, non-fiction, set* * 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* * Begin to anticipate - 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: * For each letter of the alphabet * Mid P3 □ CVC words * Read some common exception words matched to the school’s phonic programme * *he, she, me, be, we, was consolidate (plus all of Autumn words)* * Read simple phrases / sentences * Secure P3*…trigraphs and digraphs*   **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 begin to write simple sentences using known GPCs *…sentence, full stop, capital letter* * Include word spacing * Orally rehearse caption of sentence before writing * Re-read what they have written to make sure it makes sense * Begin to write 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 *…sequence* * 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. * Begin to notice some relationships between one text and another * Begin to 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 for 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 phonics knowledge, including some common exception words*(approximately yellow/blue book band – decodable/instructional level)* * *Phase 4 new words and- recap you, they, all, are, my, her (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 * 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 cards * *Seed packets* * *Letter writing* * *Full sentences describing dinosaurs and sea creatures etc.* | | |
| Letters and Sounds/Phonics:  Phase 1 consolidation  Phase 2  Begin phase 3 | | | Phase 3 | | | Consolidate phase 3  Begin phase 4  Touch into phase 5 if ready | | |
| **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 | | | | | | | | |
| **Numerical Pattern / Number**   * Recite numbers to 10 * Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games … *forwards, backwards* * Break counting chain (not always starting from 1) * Talk about position … *before, after* * Count objects, actions and sounds * Up to 5 – in context of □ daily routine □ sharing □ turn taking * Count objects in an irregular arrangement * Subitise 3 / 4 objects (quick recall without counting) * Matching children to images in workshop areas * Fast recognition of dice patterns * Link the number symbol (numeral) with its cardinal number value to 5 * Compare quantities up to 5 … *more than, less than, fewer, who has one more / less* * Understand ‘one more/less than’ to 5 * Use sentence with support … *Three is one more than two* * Explore the composition of numbers to 5 * Recognise total is still the same * Using variety of resources … *more, less, makes, equals, altogether* * Begin to explore number bonds to 5 * Use a range of resources   **Shape, Space & Measure**   * Select, rotate and manipulate shapes in order to develop spatial reasoning skills * Create shape picture …consolidate …*2D shape names* * Put shapes together to make new shape … *fit, turn* * Continue, copy and create repeating patterns * Talk about pattern … *repeat, next, before, after, in between* * Begin to compare length, weight and capacity * Order 2-3 items by length / weight *… heavier/est, lighter/est, longer/est, shorter/est* | | | **Numerical Pattern / Number**   * Recite numbers to 20 * Backward from 10 and begin to recite backwards from 15 * Break counting chain (not always starting from 1 forward or 10 backwards) * Talk about position up to 5 and begin to talk about position up to 10 * Count objects, actions and sounds * Up to 10, in context of □ daily routine □ sharing □ turn taking * Count objects in an irregular arrangement * Begin to estimate number of objects up to 10 then check by counting * Subitise 5 objects (quick recall without counting) * Link the number symbol (numeral) with its cardinal number value to 10 * Compare quantities up to 10 * Understand ‘one more/less than’ to 10 * Use sentence … *six is one more than five* * Begin to explore the composition of numbers to 10 * Recall number bonds to 5 * Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives … *altogether, more/now* * Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives … *left* * Begin to share, double and half up to 10 objects   **Shape, Space & Measure**   * Select, rotate and manipulate shapes in order to develop spatial reasoning skills * Begin to compose and decompose shapes within practical activities * Continue, copy and create repeating patterns * Compare length, height, weight and capacity * Order 2-3 items by capacity and height * Begin to order and sequence familiar events * Become familiar with a clock face and hands * Measure short periods of time | | | **Numerical Pattern / Number**   * Have a deep understanding of number to 10, including the composition of each number * Subitise (recognise quantities without counting) up to 5 * Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. * 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.   **Shape, Space & Measure**   * Select, rotate and manipulate shapes in order to develop spatial reasoning skills * Compose and decompose shapes within practical activities * Continue, copy and create more complex repeating patterns * Compare length, height, weight and capacity * Measure and compare short periods of time | | |
| **White Rose Maths**  Match, sort and compare  Talk about measure and patterns  Comparing 1, 2 & 3  Composition of 1, 2 & 3  Circles and triangles  Positional language  12345  One more or less  Shapes with 4 sides | | | **White Rose Maths**  Alive in 5.  Mass and Capacity  Length Height and Time  Growing 6,7,8.  Building 9 and 10.  Explore 3D shapes | | | **White Rose Maths**  To 20 and beyond.  How many now  Manipulate, compose and decompose  Doubles  Sharing & grouping  Even & odd  Visualise and build and map  Make connections | | |

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| **UNDERSTANDING THE WORLD □** Past and Present(KS1: History) **□** People, Culture & Communities(KS1: R.E / Geography) **□** Natural World(KS1: Geography / Science) | | |
| **EYFS 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. | | |
| **Autumn** | **Spring** | **Summer** |
| **Learning Priorities:** Linked to Development Matters | | |
| **RE- Understanding Christianity**  Autumn 1 - I am Special  Autumn 2 -Christmas  Hindu/Islam Festivals | Spring 1 -Stories Jesus heard  Spring 2- Easter | Summer 1-What makes a place special?  Summer 2-What is prayer? |
| ***Computing- Kapow***  *Autumn 1-* Understanding computers  *Autumn 2-* Understanding computers | *Spring 1-* All about instructions  *Spring 2-* Exploring hardware | *Summer 1-Programming Bee bots*  *Summer 2-* Introduction to data |
| **Past and Present**   * *Begin to make sense of their own life-story and family’s history* * Begin to comment on images of familiar situations in the past * When Mum and Dad were little … *past, history, long ago* * Discuss how we have changed and grown. * Timeline- my life.   **People, Culture & Communities**   * 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, stepsister / 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, teacher, head teacher* * Get to know the school building and key landmarks/occupations. * Simple map- my house. * Begin to understand that some places are special to members of their community * Talk about special places they go with their family… *places of worship visited by children* * Begin to recognise that people have different beliefs and celebrate special times in different ways * Understand how different people celebrate birthdays * Develop a knowledge and awareness of other festivals … *Harvest, Diwali, Christmas* * *Look at the story of a letter.*   **Natural World**   * Explore the natural world around them * Leaves □ sort by shape/size □ begin to identify some local tree species *… nature, natural* * Describe what they see, hear and feel whilst outside * Leaf shape, size & colour*… shape and colours words e.g. long, spiky, gold, rust, orange* * Understand the effect of changing seasons on the natural world around them – Autumn into Winter * Observe / talk about changing □ seasons *… season, summer, autumn, winter* □ changes in autumn … *temperature, change, hibernation, darker, weather, wind* * Explore nocturnal animals and how they behave. * Name animals and their babies. * Investigate wind, blowing and how objects can blow away or stay standing. Look at materials. * Autumn changes- Pumpkin Soup   \* Develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information | **Past and Present**   * Comment on images of familiar situations in the past * How has transport changed over time? * How do we send messages in the present/now? How did we send messages in the past- look at telephones over time etc.   **People, Culture & Communities**   * Talk about members of their immediate family and community * Name and describe people who are familiar to them * Understand that some places are special to members of their community * Recognise that people have different beliefs and celebrate special times in different ways * Recognise some similarities and differences between life in this country and other countries * Transport- similarities and differences * Special journeys * Faith Journeys * Holidays * Programme beebots * Maps and compass * Explore the land and sea- the counties of the world on the globe. * Where are we from? Where have you been or travelled to?   **Natural World**   * 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 * Animals- similarities and differences * Describe and identify materials * Camouflage * Investigate animal tracks * Winter * Spring   \* Continue to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information  Kapow-Computer scheme | **Past and Present**   * 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. * When did dinosaurs exist? * Modern day/dinosaur time- what has changed? * Investigate ‘old’ objects- how do we know they are old? * Look at toys- old and new.   **People, Culture & Communities**   * 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. * Mini volcanoes * Where did dinosaurs live? * Where is bear travelling to? Compare countries that Ted has visited. Able to name countries around the world and understand we live in UK. * Make and use a simple map. Maps of the field and landmarks around school.   **Natural World**   * 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. * Food and animals- food groups * Frozen -melting and freezing * Summer * Eggs in class- life cycle of a chick/hen or frogspawn eggs =look at a frog lifecycle. Change. * Map of the UK- Where is the seaside? Where have you been? * Oceans, rivers, and lakes- what is the difference? * Floating and sinking * Spring/Summer seasonal changes   \* Continue to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information  Kapow-computer scheme |

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| **EXPRESSIVE ARTS & DESIGN:** □ Creating with Materials □ Being Imaginative& Expressive | | |
| **EYFS 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** |
| **Learning Priorities:** Linked to Development Matters | | |
| **Creating with Materials**   * *Draw with increasing complexity and detail, such as representing a face with a circle and including details* * *Show different emotions in drawings and paintings* * *Continue to explore colour and colour mixing.* * Safely use and explore a variety of materials and tools * Explore new techniques * Talk about new creations * Begin to return to and build upon previous learning * Mixing cement- using different materials, sorting and building with materials. * Observational drawings- food etc. * Diwas in clay * Design a trap for the wolf. * Christmas crafts   **Being Imaginative & Expressive**   * *Take part in simple pretend play* * Family / play date role play … *role, pretend, imagine* * *Begin to develop complex stories using small world equipment* * Begin to develop storylines in their pretend play – including those linked to focus text *… story language, character, beginning, middle, end* * Begin to listen attentively, move to and talk about music, expressing their feelings and responses * How does the music make me feel? *… emotions vocabulary (see PSE)* * Begin to watch and talk about dance and performance art * What type of dance/music is it? *… adjectives to describe music, e.g. happy, sad, slow, fast, bouncy* * Watch live music / dance performances linked to festivals *… perform, celebrate, audience, musician , dancer* * Sing in a group or on their own * Engage in circle and partner songs * Begin to make own verse for familiar song * Begin to explore and engage in music making and dance * Invent and dance / play music to show different emotions *… emotions vocabulary (see PSE)* * *Wooden spoon puppets, role play around stories.* * *Set up role play in home corner Au1* * *Three pigs house for Au2* * *Nativity* | **Creating with Materials**   * Explore and use a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively sharing ideas, resources and skills. * Crayon rubbing- natural objects * Seasonal work * Printing- making animal trails * Messy play/textures * Make a vehicle * Design own flag * Make coins in salt dough. * Paint spring scenes   **Being Imaginative & Expressive**   * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Explore and engage in music making and dance, performing solo or in groups. * Develop storylines in their pretend play. * Moving in different ways * Adding music to a story * Moving like the sea- expressing ourselves with music * Role play- make the pirate ship and smugglers cove. * Use beach materials to make transient art. * Invent pirate song. | **Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Share their creations, explaining the process they have used * Make use of props and materials when role playing characters in narratives and stories. * Dinosaur models- clay * Egg box volcanoes * Create dinosaurs * Make a safe nest for the dino eggs * Make a teddy bear with moving parts. * Mix paints- paint scenes   **Being Imaginative & Expressive**   * 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. * Add music to dinosaur sounds/dinosaur clips * Act out a journey on the calm/rough seas. * Describe feelings around music- calm, rough, loud, quiet etc * Sing dinosaur rhymes- make new ones. * Perform for end of year show |
| **Music- Charanga**  Autumn 1 -Hey Me!  Autumn 2 -My Stories | Spring 1-Everyone  Spring 2-Our World | Summer 1-Big Bear Funk  Summer 2-Reflect, Rewind, Replay |

**EVALUATION:**

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| **AUTUMN TERM:** |
| **SPRING TERM:.** |
| **SUMMER TERM:** |