

| Main Topic  | Term 1A   | Term 1B  | Term 2A   | Term 2B  | Term 3A   | Term 3B   |
|---|---|--|---|--|---|---|
| <p><b>Nursery &amp; Reception:</b><br/>All 7 areas of Learning and development:<br/>Our general themes are led by our R.E curriculum.</p>  | <p><b>Creation &amp; Covenant</b><br/><b>Essential 2:</b><br/>God created the world and said "indeed it is very good".</p> <p>Know that Christians enter God's family through Baptism.</p> <p>Know that Holy Water is used to welcome us into God's family.</p> <p><b>CST:</b><br/>Know the story of Luc the deer and how it reminds us that we are all made in God's image.</p> <p>Know different ways we can look after one another as God asked us to do; for example, show kindness, give to others, pray for one another.</p> <p>Learn the Cafod prayer for human dignity.</p> | <p><b>Prophecy &amp; Promise</b><br/><b>Essential 2:</b><br/>Know the stories of the Annunciation, Nativity &amp; the Shepherds visit the manger and be able to retell them in different ways, for example, role play, by creating piece of art, singing songs.</p> <p>Know that Mary was chosen by God to give birth to his Son.</p> <p>Know that Jesus was born in a stable and laid in a manger.</p> <p>Know that shepherds were told by angels to visit Jesus.</p> <p>Know that a crib is used to tell the</p> | <p><b>Galilee to Jerusalem</b><br/><b>Essential 2:</b><br/>Know what happened when the Magi visited Jesus.</p> <p>Know the gifts that the Magi gave to Jesus.</p> <p>Know that Jesus is God's son who came for everyone.</p> <p>Know Jesus came to show God's love for everyone and he welcomes everyone.</p> <p>Retell the story of Jesus blessing the little children.</p> <p>Hear the story of the Feeding of the five thousand.</p> <p>Know the Glory be prayer.</p> <p>Know that the Glory be prayer is used as a response</p> | <p><b>Desert to garden</b><br/><b>Essential 2:</b><br/>Listen to and talk about the season of Lent and Easter.</p> <p>Know that the Church uses purple and ashes as signs of Lent and being sorry.</p> <p>Know that the cross is a religious symbol of Lent and Easter.</p> <p>Listen to and begin to retell the stories of Holy Week, especially the events of Good Friday and Easter Sunday.</p> <p>Know that Jesus died on Good Friday and rose again</p> | <p><b>To the ends of the earth</b><br/><b>Essential 2:</b><br/>Listen to and begin to retell the story of Pentecost.</p> <p>Know that the Holy Spirit was a gift given by Jesus at Pentecost.</p> <p>Know that Pentecost is a celebration for the Church.</p> <p>Understand that Sunday is a special day for the church to celebrate.</p> <p>Know the parish family meet in the parish church to celebrate by singing, listening to stories and saying prayers.</p> <p>Hear some of the stories of the early Christian communities.</p> | <p><b>Dialogue &amp; encounter</b><br/>(aspects of this branch will be woven into the curriculum throughout the year)</p> <p><b>Essential 2:</b><br/>Listen to a member of the Parish community talk about their faith and how they are a friend of Jesus.</p> <p>Ask questions about being a friend of Jesus.</p> <p>Explore artwork of Jesus and talk about what they notice.</p> <p>Understand that St Anne was Jesus' Grandmother and an important person in Jesus' life.</p> <p>Retell the stories of Diwali and Hannukah in different ways, e.g. role play,</p> |

## Reception Essential knowledge across the curriculum

|  |   |   |   |   |   |  |
|--|---|---|---|---|---|--|
|  | <p>Know the story of Sofia the Sloth and how it reminds us we have a job to take care of God's creations.</p> <p>Learn the Cafod prayer for Stewardship</p> | <p>story of Jesus' birth.</p> <p><b>CST:</b><br/>Know how Christmas is celebrated in different countries around the world, including Spain and Poland.</p> <p>Know the story of 'DJ the Dolphin' and how this tells us we all have a right to be treated fairly.</p> <p>Learn the Mission Together Dignity of Workers prayer.</p> | <p>to the coming of Jesus.</p> <p><b>CST:</b><br/>Know that Jesus wants us to care for all people, especially the poor.</p> <p>Know the story of Poppy the popokotea and how we can help the poor as Jesus wants us to do.</p> <p>Learn the 'Option for the poor' Cafod prayer.</p> | <p>on Easter Sunday.</p> <p>Know that Easter is a celebration that Jesus is still with us.</p> <p>Know that Easter celebrates new life.</p> <p>Recognise some of the signs and symbols of Holy Week and Easter; Palms, the Cross, Easter Gardens and symbols of New life.</p> <p>Know how Lent and Easter is celebrated in different countries around the world, including Spain and Poland.</p> <p>Hear the story of Patariki the Penguin and how it teaches</p> | <p>Know that the Good News was told to people by the early Christian community.</p> <p><b>CST:</b><br/>Know that we are called to live as family &amp; community and Solidarity.</p> <p>Listen to the story of Shristi the sun bear and know that this tells us about helping one another as Jesus did.</p> <p>Learn the Cafod Solidarity prayer.</p> | <p>small world play, art work.</p> <p>Talk about different traditions that other faiths have when celebrating different festivals.</p> |
|--|---|---|---|---|---|--|

## Reception Essential knowledge across the curriculum

|  |   |   |  |  |   |  |
|--|---|---|--|--|---|--|
|  |   |   |  | <p>us to follow Jesus' footsteps in taking care of others by what we do in Lent.</p> <p>Learn the Mission Together 'Rights and Responsibilities' prayer.</p> |   |  |
|  | <p><b>Essential 2:</b><br/>God, Father, Son, Holy Spirit, world, wonderful, precious, family, Baptism, Holy Water, font</p> | <p><b>Essential 2:</b><br/>Bethlehem, shepherds, crib, Advent, Christmas, Nativity, messenger, manger, stable, chosen</p> | <p><b>Essential 2:</b><br/>Herod, Magi, Gifts, Messiah, Welcome, Prophet, Disciples, Worship, Crowd, Miracle, Glory be</p> | <p><b>Essential 2:</b><br/>Lent, Easter, Holy Week, Palm Sunday, Last Supper, Good Friday, Easter Sunday, Commandment, Ash Wednesday, Cross, Crucifix</p>    | <p><b>Essential 2:</b><br/>Pentecost, Disciples, Holy Spirit, Christian, Good News, Celebration, Feast, Community, Solidarity, Miracles, Praising</p> | <p><b>Essential 2:</b><br/>Follower, Community, Saints, Difference, Similar, Respect, Diwali, Hindu, Festival, Hanuman, Rangoli patterns, Diya, Hindu, Jewish, Hannukah, Menorah, Dreidel, Islam, Muslim</p> |

## Reception Essential knowledge across the curriculum

|  |  |  |   |  |  | Mosque<br>Object<br>Prayer mat<br>Quran |
|--|--|--|---|--|--|---|
| <p><b>Personal, Social &amp; Emotional Development</b></p>  | <p><b>Being me in my world: Self-identity Autumn 1</b></p> <p><b>Essential 2 knowledge</b></p> <p>Begin to follow the daily routines using a visual timetable for support.</p> <p>Talk about their favourite activities or games in school and at home.</p> <p>Ask a friend what their favourite things or activities are.</p> <p>Using the key text 'The Friendship Bench', talk about the different emotions the characters experience in the story.</p> <p>Talk about their own feelings starting Reception and/or a new school.</p> <p>Compare their own feelings to those of the characters in the story.</p> | <p><b>Essential 2</b></p> <p>Talk about how Sam the squirrel feels when he notices that a leaf is missing.</p> <p>Recognise that our facial expressions can show how we are feeling.</p> <p>Recognise that how we talk can show how we are feeling.</p> <p>Talk about our own feelings about the seasons of autumn and winter and begin to give reasons.</p> <p>Discuss likes and dislikes about a familiar story.</p> <p>Identify and talk about favourite parts of a familiar story.</p> <p>Think about the feelings of characters in key texts; how do you think the hen feels when the other animals don't want to help her.</p> | <p><b>Dreams &amp; Goals -challenges &amp; perseverance</b></p> <p><b>Essential 2</b></p> <p>Know what a challenge is.</p> <p>Know how to set goals and work towards them.</p> <p>Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older •</p> <p>Explore feelings by linking to the characters in key texts or by thinking about how other may feel in different situations.</p> <p>Manage own self-care needs by getting dressed appropriately for outdoor learning/PE.</p> <p>Sort and identify which clothes would be worn for different seasons.</p> <p>Know how to dress and keep warm for winter.</p> <p>Work collaboratively to help other children in dressing for outdoor learning.</p> <p>Talk about and know the importance of sharing resources.</p> <p><b>Vocabulary:</b> challenge, goal, aim, target, feelings, worried, happy, excited, nervous, warm, safe, help, support</p> | <p><b>Healthy Me - exercise, healthy food, keeping clean, safety</b></p> <p><b>Essential 2</b></p> <p>Know what the word 'healthy' means •</p> <p>Know some things that they need to do to keep healthy</p> <p>Know that they need to exercise to keep healthy •</p> <p>Know how to help themselves go to sleep and that sleep is good for them •</p> <p>Know what to do if they get lost •</p> <p>Know how to say No to strangers</p> <p>Make links to key texts and think about social phrases and greetings we use when we greet one another.</p> <p>Discuss how key characters feel at different parts of a story.</p> <p>When experiencing handling caterpillars/minibeasts, work together to develop a set of rules to follow to keep us and the creatures safe.</p> <p>Work as part of a group when working on a collaborative project; e.g. making an obstacle course, acting out the story.</p> |  |   |

## Reception Essential knowledge across the curriculum

|  |  |  |   |
|--|--|--|---|
| <p>Use a book to talk about how to make new friends.</p> <p>Use the characters of Tilly and Flint to explore what makes a good friend.</p> <p>Work collaboratively to create and use a friendship bench.</p> <p>Begin to see self as a valuable individual.</p> <p>Talk about all the things that we are good at doing &amp; the things that make us 'amazing'.</p> <p>Tell a friend some of the things they like about them and/or think they should be proud of.</p> <p>Make certificates &amp; stickers to praise one another.</p> <p>Begin to express feelings &amp; understand how others might be feeling, including some characters in texts.</p> | <p>Read the stories; 'People need people' by Benjamin Zephaniah &amp; the Enormous turnip.</p> <p>Talk about and share experiences of helping someone else and how it made them feel.</p> <p><b>Vocabulary:</b> <i>feelings, worried, upset, anxious, frightened, scared, excited, pleased, friends, friendship, because, argument, sorry, like, dislike, favourite, helpful, kind, caring</i></p> |  | <p>Manage own self-care needs during the summer months; getting appropriately dressed, drinking enough water, sitting in the shade.</p> <p>Continue to develop understanding of why we have rules and how they keep us safe.</p> <p><b>Vocabulary:</b> <i>greet, meet, welcome, feel, feelings, worry, happy, excited, nervous, upset, rules, safe, safety, protect, together, listen, share, hear, turns</i></p> |
|--|--|--|---|

## Reception Essential knowledge across the curriculum

|   |  |  |  |
|---|--|--|--|
| <p>Consider the feelings and lives of others by exploring how a child would move sat in a wheelchair.</p> <p>Begin to identify &amp; moderate own feelings socially &amp; emotionally.</p> <p>Use book talk related to 'Amazing' to identify where there might have been conflicts &amp; what the children could do to solve them.</p> <p>Begin to resolve conflicts with others by negotiating &amp; compromising.</p> <p>Begin to set own goals &amp; show resilience &amp; perseverance in the face of challenge.</p> <p>Manage own self care needs.</p> <p>Develop confidence to try new activities &amp; show independence.</p> <p>Know and begin to talk about the different factors that support their</p> |  |  |  |
|---|--|--|--|

## Reception Essential knowledge across the curriculum

|                          |  |   |   |  |  |   |
|--------------------------|--|---|---|--|--|---|
|                          | <p>overall health &amp; wellbeing; regular physical activity, healthy eating, toothbrushing and having good sleep routines.</p> <p><b>Vocabulary:</b> <i>special, unique, amazing, wonderful, talent, gift, friend, kind, share, care, disagree, argue, sorry, resolve</i></p>   |   |   |  |  |   |
| Communication & Language | <p><b>Essential 2</b><br/>Understand how to listen carefully and why listening is important.</p> <p>Listen to and enjoy a variety of stories/poems/rhymes/non-fiction texts.</p> <p>Learn and use new vocabulary linked to daily routine/theme of learning and key texts.</p> <p>Predict some of the story line and vocabulary.</p> <p>Talk about story events, characters and setting with support.</p> | <p><b>Essential 2</b><br/>Listen carefully in small groups and with increasing attention during whole class inputs.</p> <p>Listen to and enjoy a wider variety of stories/poems/rhymes/non-fiction texts.</p> <p>Begin to say how they feel about stories, rhymes or poems.</p> <p>Learn and use new vocabulary linked to new</p> | <p><b>Essential 2</b><br/>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Develop social phrases.</p> <p>Listen carefully with increasing attention during whole class inputs.</p> <p>Listen carefully to and learn rhymes, poems and songs linked to key texts and themes.</p> | <p><b>Essential 2</b><br/>Describe events in some detail</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story once they have developed a deep familiarity with the text.</p> <p>Listen carefully with increasing attention during whole class inputs.</p> | <p><b>Essential 2</b><br/>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs.</p> <p>Respond to what they hear, using relevant comments and questions to clarify their understanding.</p> <p>Re-enact and retell simple texts (fiction &amp; non-fiction), using some vocabulary &amp; language structures from the text.</p> | <p><b>Essential 2</b><br/>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs.</p> <p>Respond to what they hear, using relevant comments and questions to clarify their understanding.</p> <p>Re-enact and retell simple texts (fiction &amp;</p> |

## Reception Essential knowledge across the curriculum

|  |  |  |   |  |  |   |
|--|--|--|---|--|--|---|
|  | <p>Begin to show an awareness of how stories are structured.</p> <p>Understand that a question or instruction that has two parts.</p> <p>Understand why questions.</p> <p>Answer questions with relevant comments and begin to ask questions to find out more.</p> <p>Begin to articulate their ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Begin to re-enact and retell simple stories, using some vocabulary and</p> | <p>experiences and key texts.</p> <p>Talk about story events, characters and setting with developing confidence.</p> <p>Begin to show an awareness of how stories are structures (beginning, middle, end).</p> <p>Answer questions 1:1 and in small groups with relevant comments.</p> <p>Ask questions 1:1 and in small groups, to find out more, extending knowledge.</p> <p>Begin to articulate ideas and thoughts in well-formed sentences (including the use of some irregular tenses).</p> | <p>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> | <p>Listen carefully to and learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> <p>Hold conversations when engaged in back-and-forth exchanges.</p> <p>Hold conversations when engaged in back and forth exchanges.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas &amp; thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support.</p> | <p>Listen to &amp; talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> <p>Share non-fiction facts linked to focus text/theme.</p> <p>Hold conversations with new knowledge and vocabulary.</p> <p>Participate in group discussions.</p> <p>Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes &amp; poems and during role play.</p> <p>Articulate their ideas &amp; thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support.</p> | <p>non-fiction), using some vocabulary &amp; language structures from the text.</p> <p>Listen to &amp; talk about non-fiction books, developing a familiarity, with new knowledge and vocabulary.</p> <p>Share non-fiction facts linked to focus text/theme.</p> <p>Hold conversations with new knowledge and vocabulary.</p> <p>Participate in group discussions.</p> <p>Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes &amp; poems and during role play.</p> <p>Articulate their ideas &amp; thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support.</p> |
|--|--|--|---|--|--|---|

## Reception Essential knowledge across the curriculum

|  |   |  |   |   |  |  |
|--|---|--|---|---|--|--|
|  | <p>language structures from the text.</p> <p><b>Vocabulary:</b> <i>listen, still, focus, question, answer, story, rhyme, poem, sentence, beginning, middle, end</i></p> | <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Begin to re-enact and retell simple stories, using some vocabulary &amp; language structures from the text.</p> <p>Begin to describe events in some detail, showing awareness of the listener.</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction books</p> | <p><b>Vocabulary:</b> <i>fiction, non-fiction, information, facts, retell, order,</i></p> | <p>well-formed sentences.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> <i>ideas, fiction, non-fiction, like, dislike, listen, hear, share, turns</i></p> | <p><b>Vocabulary:</b> <i>listen, talk, enjoy, turns, share, fiction, non-fiction, conversation</i></p> | <p>discussions about stories, non-fiction, rhymes &amp; poems and during role play.</p> <p>Articulate their ideas &amp; thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support.</p> <p><b>Vocabulary:</b> <i>listen, talk, enjoy, turns, share, fiction, non-fiction, conversation</i></p> |
|--|---|--|---|---|--|--|

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   |   | <p>to develop a deep familiarity with new knowledge and vocabulary</p> <p>Experience working as part of a group to make food; bread, butter, toast or a sandwich.</p> <p><b>Vocabulary:</b> listen, skills, attention, story, rhyme, poems, setting, characters, beginning, middle, end, because</p> |  |  |  |
| <p><b>Physical development</b></p>  | <p><b>Essential 2:</b><br/>Learn to play a variety of outdoor games; hopscotch, hoola hoop for example.</p> <p>Play ball games with a friend using different skills; rolling, throwing and catching.</p> <p>Throw a ball into a goal.</p> | <p><b>Essential 2:</b><br/>Watch a video clip of how squirrels move and explore.</p> <p>Using different body parts, move like a squirrel.</p> <p>Move safely around a large space, negotiating obstacles and</p>   | <p><b>Essential 2:</b><br/>After watching a video about penguins - think about and mimic the different movements of a penguin using large movements; shuffle, waddle, flap, huddle, slide.</p> <p>Watch video clips of other animals that live in cold countries and</p> | <p><b>Essential 2:</b><br/>After watching a video of elephants moving around in the rain, move like an elephant; stamp, sway, stretch and change direction.</p> <p>Watch videos of the way other animals</p> | <p><b>Essential 2:</b><br/>Watch videos of minibeasts/insects and copy the way that they move including large and small movements up high and down low.</p> <p>Use animal movements in an obstacle course.</p> <p>Work collaboratively to make an obstacle</p> |

## Reception Essential knowledge across the curriculum

|  |   |  |  |   |  |   |
|--|---|--|--|---|--|---|
|  | <p>Kick a ball into a goal.</p> <p>Use large scale movements to make left to right patterns in sand.</p> <p>Begin to develop overall body-strength, balance, co-ordination &amp; agility by trying some of the actions in the text; cycling, dancing, throwing and kicking a ball, playing hide and seek and follow the leader.</p> <p>Manoeuvre a variety of wheeled toys and equipment (e.g. trikes, scooters, push chair, trolleys) up and down slopes, around corners and around obstacle courses.</p> <p>Revise &amp; consolidate movement skills already acquired: - rolling, crawling,</p> | <p>changing speed and direction.</p> <p>Travel along an obstacle course in different ways.</p> <p>Take part in a woodland relay race, collecting autumn objects and working as part of a team.</p> <p>Balance along a low-level beam.</p> <p>Learn the tree, the squirrel and the mouse Yoga poses.</p> <p>Take part in Dough gym activities to build upper body and arm strength and improve overall core strength.</p> | <p>mime their movement, e.g. polar bear, arctic fox, snow leopard.</p> <p>Using a ball, refine rolling skills to play a game of skittles.</p> <p>Using a ball, refine throwing and catching skills as part of a pair.</p> <p>Work collaboratively to move large scale equipment to make a den for an animal.</p> | <p>from the key text move and move in similar ways to these animals.</p> <p>Watch video clips of animals in the wild balancing; think about how humans balance and then use equipment in the indoor and outdoor environment to refine balancing skills.</p> | <p>Use throwing skills to aim a beanbag into a target.</p> <p>Whilst playing a target game, make marks and keep a tally for the score.</p> <p><b>Vocabulary:</b><br/>move, fast, slow, faster, slower, high, low, large, small, crawl, hop, jump, wriggle, wriggling, aim, target, throw, strong, push</p> | <p>course as part of a group.</p> <p>Develop ball skills; bouncing, throwing and catching, using a bat and ball.</p> <p>Use gross motor movements when using equipment such as litter pickers.</p> <p><b>Vocabulary:</b><br/>move, fast, faster, slow, slower, dance, music, listen, rhythm, beat, steps, order, sequence, throw, catch, hit, bat</p> |
|--|---|--|--|---|--|---|

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  | <p>walking, jumping, running, hopping, skipping, climbing</p> <p>Begin to use core muscles to achieve a good posture when sitting at a table or on the floor.</p> <p>Begin to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Use large movements to kick a ball at a target.</p> <p>Begin to show control in throwing a ball.</p> <p>Use gross motor movements to develop skills for writing the different letter families (long ladder, one armed robot, curly caterpillar, zigzag).</p> | <p>Begin to develop overall body-strength, balance, co-ordination &amp; agility by taking part in a variety of games and accessing outdoor play equipment.</p> <p>Begin to use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Begin to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Further develop and refine a</p> | <p><b>partner, score, throw, catch</b></p> | <p><b>small, balance, bat, ball, target, hit, strike, drop</b></p> |  |  |
|--|---|--|--|--|--|--|

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p><b>Vocabulary:</b> balance, control, strength, movement, apparatus, safe, safety, safely, equipment,</p> <p>range of ball skills including; throwing, catching and kicking.</p> <p>Further develop the skills they need to manage the school day successfully; lining up &amp; queuing, mealtimes, personal hygiene.</p> <p><b>Vocabulary:</b> explore, movement, search, stretch, balance, faster, slower, still, high, low, pose, yoga, travel, relay, race, teamwork, kick, throw, catch, arms, muscle, strong, strength, apparatus, equipment.</p> |  |  |  |
|--|---|--|--|--|

| Fine motor   | Essential 2:   | Essential 2:  | Essential 2:  | Essential 2:   | Essential 2:  | Essential 2:   |
|--|--|---|---|--|---|--|
|  <p>Use appropriate control to manipulate loose part equipment to make and decorate their own friendship bench.</p> <p>Use one handed equipment, e.g. scissors, with control.</p> <p>Manipulate construction pieces to make their own friendship bench.</p> <p>Use appropriate fine motor control to handle equipment to change the shape of playdough to make playdough characters.</p> <p>Complete large-scale sensory writing to refine letter formation of letters in own name.</p> <p>Continue to develop fine motor skills so</p> | <p>Use appropriate control to manipulate loose part equipment to make and decorate their own friendship bench.</p> <p>Use one handed equipment, e.g. scissors, with control.</p> <p>Manipulate construction pieces to make their own friendship bench.</p> <p>Use appropriate fine motor control to handle equipment to change the shape of playdough to make playdough characters.</p> <p>Complete large-scale sensory writing to refine letter formation of letters in own name.</p> <p>Continue to develop fine motor skills so</p> | <p>Roll playdough between the palms to make nuts for a squirrel to eat.</p> <p>Develop control in using different equipment to change the appearance of playdough to make a model squirrel, including rolling pins, sieves, extruders, modelling tools, cutters.</p> <p>Use a tripod grip to hold mark making materials.</p> <p>Using a range of multi-sensory media, draw Beery shapes, starting with large shapes</p> | <p>Use moulding tools to change the shape and add detail to a playdough model of a penguin.</p> <p>Complete observational drawings of a small world figure penguin.</p> <p>Add increasing amounts of detail to drawings showing different features.</p> <p>Hold a pencil or other mark making equipment with an appropriate grip.</p> <p>Form recognisable letters when writing for different purposes.</p> | <p>Use clay and modelling tools to manipulate and create a model of a favourite animal.</p> <p>Paint a picture of a favourite animal using appropriately sized brushes for the size and texture of the animals.</p> <p>Complete a range of multi-sensory and media activities to support gross and fine motor skill development for different letter families.</p> | <p>Use a range of modelling tools with increasing control when working with clay.</p> <p>Use fine motor skills of pinching, stretching, twisting and pulling when working with clay.</p> <p>Use different sized brushes with increasing control.</p> <p>Use different media to make caterpillar/snail trails to form target letter correctly.</p> | <p>Use a consistent and confident grip when using pencils and mark making equipment.</p> <p>Develop stamina and good control when using mark making equipment over a long period of time.</p> <p>Complete observational drawings, adding small details.</p> <p><b>Vocabulary:</b> grip, left/right, tripod, pinch, hold, steady, control, detail, small,</p> |

|   |  |  |   |  |   |
|---|--|--|---|--|---|
| <p>that they can use a range of tools competently, safely &amp; confidently. Suggested tools: pencils for drawing &amp; writing, paintbrushes, scissors, knives, forks &amp; spoons.</p> <p>Make some Beery shapes using a range of different media.</p> <p>— </p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p><b>Vocabulary:</b> hold, grip, letter, direction, shape, tools, control, cut, snip, open, close, scissors, roll, flatten, bend, turn, twist</p> | <p>and moving to smaller.</p> <p></p> <p>Begin to draw with increasing accuracy to draw a favourite story character.</p> <p>Experience using different media to form the different letter families in large scale moving to smaller scale.</p> <ol style="list-style-type: none"> <li>1. Long ladder (i, j, l, t, u)</li> <li>2. One armed robot (b, h, k, m, n, p, r)</li> <li>3. Curly caterpillar (c, a, d, e, g, o, q, f, s)</li> <li>4. Zigzag letters (v, w, x, z)</li> </ol> | <p><b>twist, pull, shape, moulding tool, push, detail, lead in, around, down, up</b></p> | <p><b>Vocabulary:</b> clay, pinch, stretch, roll, smooth, shape, model, modelling, tools, change, brush, thin, wide, small, narrow, detail, stroke, dip</p> | <p><b>thin, wider, thinner, direction, follow.</b></p> | <p><b>smaller, large, larger, big, bigger</b></p> |
|---|--|--|---|--|---|

|   |   |   |  |  |  |   |
|---|---|---|--|--|--|---|
|   |   | <p>Use rolling pins and moulding tools with playdough to create different shapes to make models of different types of bread.</p> <p><b>Vocabulary:</b><br/> <i>roll, smooth, shape, grip, hold, push, move, cut, slice, flatten, squash, shape, grip, control, cross, square, top, bottom, side-to-side, around, large, small, detail</i></p> |  |  |  |   |
| <p><b>Literacy:</b></p>  <p>Word reading</p> | <p><b>Essential 2:</b><br/>         Understand concepts about print, e.g. direction of print, naming parts of the book.</p> | <p><b>Essential 2:</b><br/>         Understand that we read from left to right. Recognise the difference between a letter and a word.</p>   | <p><b>Essential 2:</b><br/>         Know that a sentence starts with a capital letter and ends with a full stop.</p> | <p><b>Essential 2:</b><br/>         Know that a sentence starts with a capital letter and ends with a full stop.</p> | <p><b>Essential 2:</b><br/>         Know and apply the RWI phonics programme to read words and sentences at a stage appropriate level.</p> | <p><b>Essential 2:</b><br/>         Know and apply the RWI phonics programme to read words and sentences at a stage</p> |



## Reception Essential knowledge across the curriculum

|   |  |  |  |  |   |   |
|---|--|--|--|--|---|---|
| <p>Also see the progression in RWI (phonics programme) information.</p> | <p>Know the difference between word and letter.</p> <p>Begin to be aware that sentences start with a capital letter and end with a full stop.</p> <p>Continue to develop phonological awareness with a strong focus on phonics, to read rhythm and rhyme, alliteration.</p> <p>Be able to orally blend a word after listening to the sounds segmented.</p> <p>Read individual letters by saying the sounds for them in line with their learning in Read Write Inc.</p> <p>Blend sounds into words to read short words made up of known letter-sound correspondences,</p> | <p>Follow words with one-to-one correspondence.</p> <p>Read individual letters by saying the sounds for them in line with RWI programme.</p> <p>Blend sounds into words, applying phonics, to read VC and CVC words.</p> <p>Begin to read a few common exception words.</p> <p>Read phrases and some simple sentences applying phonic knowledge.</p> <p>Re-read books to build up confidence in word reading, fluency,</p> | <p>alteration, rhythm and rhyme, oral blending and segmenting.</p> <p>Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Begin to blend sounds together to read words that include di or trigraphs.</p> <p>Refine blending and segmenting skills to build up confidence and fluency.</p> <p>Read labels, captions and some simple sentences in line with phonic knowledge.</p> <p>Know some common exception</p> | <p>Consolidate pre-phonics skills of alteration, rhythm and rhyme, oral blending and segmenting.</p> <p>Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Refine blending and segmenting skills to build up confidence and fluency.</p> | <p>Use blending and segmenting skills to decode unfamiliar words containing GPC.</p> <p>Know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Consolidate pre-phonics skills of alteration, rhythm and rhyme, oral blending and segmenting.</p> <p>Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Refine blending and segmenting skills to build up confidence and fluency.</p> | <p>appropriate level.</p> <p>Use blending and segmenting skills to decode unfamiliar words containing GPC.</p> <p>Know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Consolidate pre-phonics skills of alteration, rhythm and rhyme, oral blending and segmenting.</p> <p>Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Refine blending and segmenting skills to build up confidence and fluency.</p> |
|---|--|--|--|--|---|---|

## Reception Essential knowledge across the curriculum

|  |  |  |   |   |  |   |
|--|--|--|---|---|--|---|
|  | <p>applying phonics to read VC and simple CVC words.</p> <p>Begin to read a few common exception words in line with the RWI programme.</p> <p>Begin to read simple phrases/sentences applying phonic knowledge.</p> <p>Begin to re-read books to build up confidence in word reading, fluency &amp; understanding.</p> <p><b>Vocabulary:</b> sounds, red words, green words, blend, Fred Talk, books, print, direction, read, sentence</p> | <p>understanding &amp; enjoyment.</p> <p><b>Vocabulary:</b> sound, letter, word, sentence, read, blend, Fred talk, left, right</p> | <p>words in line with the RWI programme.</p> <p><b>Vocabulary:</b> sound, special friends, blend, read, sentence, start, end.</p> | <p>Read labels, captions and some simple sentences in line with phonic knowledge.</p> <p>Know some common exception words in line with the RWI programme.</p> <p>Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment.</p> <p><b>Vocabulary:</b> sound, special friends, blend, read, sentence, start, end.</p> | <p>Refine blending and segmenting skills to build up confidence and fluency.</p> <p>Read labels, captions and some simple sentences in line with phonic knowledge.</p> <p>Know some common exception words in line with the RWI programme.</p> <p>Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment.</p> <p><b>Vocabulary:</b> sound, special friends, blend, read, sentence, start, end.</p> | <p>join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Begin to blend sounds together to read words that include di or trigraphs.</p> <p>Refine blending and segmenting skills to build up confidence and fluency.</p> <p>Read labels, captions and some simple sentences in line with phonic knowledge.</p> <p>Know some common</p> |
|--|--|--|---|---|--|---|

## Reception Essential knowledge across the curriculum

|                      |  |  |   |   |   |   |
|----------------------|--|--|---|---|---|---|
|                      |  |  |   |   |   | <p>exception words in line with the RWI programme.</p> <p>Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment.</p> <p><b>Vocabulary:</b><br/><b>sound, special friends, blend, read, sentence, start, end.</b></p> |
| <b>Comprehension</b> | <p><b>Essential 2:</b><br/>Predict some of the story line and vocabulary.</p> <p>Talk about story events, characters and setting with support.</p> | <p><b>Essential 2:</b><br/>Listen to a wide variety of poems, rhymes, stories and non-fiction texts)</p> <p>Begin to say how they feel</p> | <p><b>Essential 2:</b><br/>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> | <p><b>Essential 2:</b><br/>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> | <p><b>Essential 2:</b><br/>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> | <p><b>Essential 2:</b><br/>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge</p>   |

## Reception Essential knowledge across the curriculum

|  |   |   |  |  |  |   |
|--|---|---|--|--|--|---|
|  | <p>Begin to show an awareness of how stories are structured.</p> <p>Begin to re-enact and retell simple stories, using some vocabulary and language structures from the text.</p> <p><b>Vocabulary:</b> <i>guess, predict, characters, beginning, middle, end, retell</i></p> | <p>about the stories and books they listen to.</p> <p>Talk about the story events and where they happen.</p> <p>Identify the characters in the story and talk about them with developing confidence.</p> <p>Begin to show an awareness that a story has a beginning, middle and end.</p> <p>Answer questions, 1:1 and in small groups about the stories they have heard.</p> <p><b>Vocabulary:</b> <i>poem, rhyme, stories, non-fiction</i></p> | <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> <i>fiction, non-fiction, information, facts, retell, order</i></p> | <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> <i>fiction, non-fiction, information, facts, retell, order</i></p> | <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> <i>fiction, non-fiction, information, facts, retell, order</i></p> | <p>and vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> |
|--|---|---|--|--|--|---|

|         |   |  |  |  |  |  |
|---------|---|--|--|--|--|--|
|         |   | <p>information,<br/>facts,<br/>illustrations,<br/>author, setting,<br/>character,<br/>beginning,<br/>middle, end</p>   |  |  |  | <p><b>Vocabulary:</b><br/>fiction, non-fiction, information, facts, retell, order</p>  |
| Writing | <p><b>Essential 2:</b><br/>Write own name to label a mini-me model to use during story telling.<br/><br/>Label an illustration from the story "The friendship bench" using initial GPC; s, t or p.<br/><br/>Write their own picnic list, representing GPCs from the images provided.<br/><br/>Write a basic sentence using their name..."I am..."<br/><br/>Write a caption in a speech bubble; "I am in/up/on..."</p> | <p><b>Essential 2:</b><br/>Write a simple sentence about Sam the squirrel in a speech bubble; "I am...red/big/fat"<br/><br/>Write a label for a story map; "It is...red".<br/><br/>Write a label to describe a text illustration, e.g. "It is a...nut/log".<br/><br/>Compose and orally rehearse a label, caption or simple sentence before writing.</p> | <p><b>Essential 2:</b><br/>Spell CVC words with taught phonemes and digraphs.<br/><br/>Spell some common exception words in line with the RWI programme.<br/><br/>Attempt to use spaces between each word.</p> | <p><b>Essential 2:</b><br/>Spell CVC words with taught phonemes and digraphs.<br/><br/>Spell some common exception words in line with the RWI programme.<br/><br/>Attempt to use spaces between each word.</p> | <p><b>Essential 2:</b><br/>Spell CVC words with taught phonemes and digraphs.<br/><br/>Spell some common exception words in line with the RWI programme.<br/><br/>Attempt to use spaces between each word.</p> | <p><b>Essential 2:</b><br/>Spell CVC words with taught phonemes and digraphs.<br/><br/>Spell some common exception words in line with the RWI programme.<br/><br/>Attempt to use spaces between each word.</p> |



## Reception Essential knowledge across the curriculum

|  |   |  |   |  |  |  |  |   |  |  |   |
|--|---|--|---|--|--|--|--|---|--|--|---|
| <p>Write a sentence in a speech bubble about what a character can do; "I can..." (run/hop/bop)</p> | <p>Begin to compose and orally rehearse a label/caption/short sentence before writing it.</p> | <p>Begin to spell words by identifying the sounds and then writing the sound with letter/s, VC &amp; simple CVC words in line with their RWI learning.</p> | <p>Begin to spell words by identifying the sounds and then writing the sound with letter/s, VC &amp; simple CVC words - in line with RWI.</p> | <p>Begin to write labels/captions/simple sentences.</p>        | <p>Begin to re-read what they have written to check that it makes sense.</p> | <p>Write a label for a drawing or a painting of a favourite character.</p> | <p>Write own name correctly, using correct letter formation.</p> | <p>Spell words by identifying the sounds and then writing the sound with letter/s, VC &amp; simple CVC words in line with their RWI learning.</p> | <p>Write labels and captions and begin to write some simple sentences.</p> | <p>Begin to re-read what they have written to check that it makes sense.</p> | <p>Write a 'Not I' speech bubble for a favourite character.</p> |
| <p>Orally rehearse a caption/sentence before writing it.</p>                                       | <p>Re-read what they have written to make sure it makes sense.</p>                            | <p>To write a caption or sentence for a range of purposes.</p>   | <p><b>Vocabulary: spell, Fred talk, sound, letter, sentence, word, capital letter, full stop</b></p>  | <p>To write a caption or sentence for a range of purposes.</p> | <p>To write a caption or sentence for a range of purposes.</p>               | <p>To write a non-fiction caption or sentence for an illustration.</p>     | <p>Label illustrations of the life cycle of a caterpillar.</p>   | <p>Write a speech bubble for the elephant (I am in the...).</p>   | <p>Write a fact card about caterpillars, moths or butterflies.</p>         | <p>To write a caption or sentence for a range of purposes.</p>               | <p>Begin to compose a sequence of 2-3 simple sentences.</p>     |
| <p>Orally rehearse a caption/sentence before writing it.</p>                                       | <p>Re-read what they have written to make sure it makes sense.</p>                            | <p>To write a caption or sentence for a range of purposes.</p>   | <p>To write a caption or sentence for a range of purposes.</p>  | <p>To write a caption or sentence for a range of purposes.</p> | <p>Write a speech bubble for the elephant (I am in the...).</p>              | <p>Write a fact card about caterpillars, moths or butterflies.</p>         | <p>Label illustrations of the life cycle of a caterpillar.</p>   | <p>Write a speech bubble for the elephant (I am in the...).</p>   | <p>Write a fact card about caterpillars, moths or butterflies.</p>         | <p>To write a caption or sentence for a range of purposes.</p>               | <p>Begin to compose a sequence of 2-3 simple sentences.</p>     |
| <p>Orally rehearse a caption/sentence before writing it.</p>                                       | <p>Re-read what they have written to make sure it makes sense.</p>                            | <p>To write a caption or sentence for a range of purposes.</p>   | <p><b>Vocabulary: spell, Fred talk, sound, letter, sentence, word, capital letter, full stop</b></p>  | <p>To write a caption or sentence for a range of purposes.</p> | <p>Write a speech bubble for the elephant (I am in the...).</p>              | <p>Write a fact card about caterpillars, moths or butterflies.</p>         | <p>Label illustrations of the life cycle of a caterpillar.</p>   | <p>Write a speech bubble for the elephant (I am in the...).</p>   | <p>Write a fact card about caterpillars, moths or butterflies.</p>         | <p>To write a caption or sentence for a range of purposes.</p>               | <p>Begin to compose a sequence of 2-3 simple sentences.</p>     |
| <p>Begin to use a capital letter and full stop.</p>  | <p>Orally rehearse a caption/sentence before writing it.</p>                                  | <p>Re-read what they have written to make sure it makes sense.</p>   | <p>To write a caption or sentence for a range of purposes.</p>  | <p>To write a caption or sentence for a range of purposes.</p> | <p>Write a speech bubble for the elephant (I am in the...).</p>              | <p>Write a fact card about caterpillars, moths or butterflies.</p>         | <p>Label illustrations of the life cycle of a caterpillar.</p>   | <p>Write a speech bubble for the elephant (I am in the...).</p>   | <p>Write a fact card about caterpillars, moths or butterflies.</p>         | <p>To write a caption or sentence for a range of purposes.</p>               | <p>Begin to compose a sequence of 2-3 simple sentences.</p>     |

|   |   |  |  |  |   |   |
|---|---|--|--|--|---|---|
|   | <p>Begin to form some lower-case letters correctly.</p> <p><b>Vocabulary:</b> label, caption, sentence, letter, sound, write, direction, name, spell, capital letter, lower case</p>  | <p>Write an 'I can...' speech bubble for one of the animal characters.</p> <p><b>Vocabulary:</b> sentence, speech bubble, words, sounds, letter, write, direction, label, caption, story map</p>                   |  | <p>Make a group story book about Bella the umbrella.</p> <p><b>Vocabulary:</b> spell, Fred talk, sound, letter, sentence,</p>  |   | <p>To make a zig-zag book to retell a story.</p> <p>To write an instruction poster on how to take care of the school environment.</p> <p><b>Vocabulary:</b> spell, Fred talk, sound, letter, sentence, caption, label</p> |
| <p><b>Mathematical development</b></p> <p></p> <p><b>Number</b></p> | <p><b>Essential 2:</b><br/>Can say &amp; find 2 matching objects &amp; can say when 2 objects do not match.</p> <p>Children to make and identify sets of objects and/or images with up to 4/5 items in the set.</p> <p>Children to identify how a group has been sorted and make sets of their own.</p> | <p><b>Essential 2</b><br/>Recognise representations of 1, 2 &amp; 3 using subitising.</p> <p>Sort and match representations of numbers up to 3.</p> <p>Subitise up to 3 dots or objects in different patterns.</p> | <p><b>Essential 2</b><br/>Link a numeral to the matching amount.</p> <p>Match representations of numbers to one another and to the numeral.</p> <p>Subitise up to 5 objects in different patterns.</p> <p>Use manipulatives to work out 1 more than from 0 to 5.</p> | <p><b>Essential 2:</b><br/>Explore representations of the numbers 9 and 10 and begin to identify which show 9 and which show 10.</p> <p>Compare representations of numbers to 10 and sort into groups.</p> | <p><b>Essential 2:</b><br/>Count beyond 10.</p> <p>Explore how to represent the numbers 11, 12 &amp; 13 using loose parts in different ways.</p> <p>Begin to recognise patterns in numbers beyond 10.</p> | <p><b>Essential 2:</b><br/>Use mathematical vocabulary to explain reasoning in investigations, e.g. how many more, how many less?</p> <p><b>Vocabulary:</b> more than, less than, fewer,</p>                              |

|  |   |   |   |   |  |  |
|--|---|---|---|---|--|--|
|  | <p>Can sort objects into 2 or more groups and explain what is the same and what is different.</p> <p>Children can create their own sorting rule.</p> <p>Compare amounts in sorted groups by saying which has more or fewer.</p> <p><b>Vocabulary:</b> match, same, different, sort, group, set, more, fewer</p> | <p>Recognise numerals 1, 2 and 3.</p> <p>Make own representations to match the numerals 1, 2 &amp; 3.</p> <p>Use cubes to explore and show the one more pattern.</p> <p>Say what 1 more than a number (up to 3) is.</p> <p>Use cubes to explore and show the one less pattern.</p> <p>Say what 1 less than a number (up to 3) is.</p> <p>Begin to subitise 4 and 5 in different patterns.</p> | <p>Use manipulatives to work out 1 less than from 0 to 5.</p> <p>Match representations of the numbers 6, 7 &amp; 8 to one another.</p> <p>Match representations of the numbers 6, 7 &amp; 8 to the corresponding numeral.</p> <p>Explore the representation of the numbers 6, 7 &amp; 8 using a ten frame.</p> <p>Create their own representations of the numbers 6, 7 &amp; 8 using a tens frame and counters.</p> <p>Know that the same number can be represented in different ways.</p> <p>Use manipulatives to explore the concept of 1 more than a number up to 8.</p> | <p>Compare representations of numbers to 10 and use the vocabulary more than and less than.</p> <p>Begin to use the vocabulary of greater than and fewer than to compare representations of numbers to 10.</p> <p>Use manipulatives to create representations of the numbers 9 and 10 in different ways.</p> <p>Begin to recognise representations of 9 and 10 by subitising smaller groups</p> | <p>Begin to know that numbers beyond 10 are made up of ten and ones.</p> <p>Use manipulatives to explore the structure of numbers beyond 10.</p> <p>Count beyond 20.</p> <p>Explore number representations beyond 20 and begin to identify patterns within the number system.</p> <p>Engage with number lines and number squares so build experience in recognising 2 digit numbers larger than 20.</p> <p><b>Vocabulary:</b> number, ten, ten</p> | <p>greater, add, take away, subtract</p> |
|--|---|---|---|---|--|--|

## Reception Essential knowledge across the curriculum

|  |  |  |   |   |                                |  |
|--|--|--|---|---|--------------------------------|--|
|  |  | <p>Sort and match pictorial representations of 4 and 5.</p> <p>Create their own representations of 4 and 5 using different objects and placing items in different patterns.</p> <p>Use manipulatives to explore &amp; state 1 more up to 5.</p> <p>Use manipulatives to explore &amp; find 1 less by taking away an item.</p> <p><b>Vocabulary:</b> amount, total, sort, match, numeral, number, how</p> | <p>Recall what 1 more than a given number is up to 8.</p> <p>Use manipulatives to explore the concept of 1 less than a number up to 8.</p> <p>Recall what 1 less than a given number is up to 8.</p> <p>Use a ten frame and counters to represent 1 more/1 less than a given number up to 8.</p> <p>Use manipulatives to combine two groups together to find a total.</p> <p>Use subitising and counting skills to find out how many there are altogether.</p> <p><b>Vocabulary:</b> numeral, count, how many?, recognise, match, more than, add, less than, subtract, take away, smaller, bigger, represent, one more,</p> | <p>and combining them to make a total.</p> <p>Use manipulatives to explore the concept of 1 more than, with numbers up to 10.</p> <p>Recall what 1 more than a given number is up to 10.</p> <p>Use manipulatives to explore the concept of 1 less than, with numbers up to 10.</p> <p>Recall what 1 less than a given number is up to 10.</p> <p><b>Vocabulary:</b> nine, ten, ten</p> | <p>frame, how many?, total</p> |  |
|--|--|--|---|---|--------------------------------|--|

|                    |   |   |   |   |  |   |
|--------------------|---|---|---|---|--|---|
|                    |   | <p>many, 1 more, 1 less, bigger, smaller, how many?, subtract, take away, how many left?</p>  | <p>more, add, pattern, combine, group, altogether, total</p>  | <p>frame, represent, how many?, more than, less than, compare, greater than, fewer than, one more, add, one less, subtract, take away</p>   |  |   |
| Numerical patterns | <p><b>Essential 2:</b><br/>Choose 2 objects and be able to state which is big and small.</p> <p>Explore using a balance scale and explain how it shows which object is heavier and which is lighter.</p> <p>Explore containers and say which hold more or less liquid.</p> <p>Explore simple patterns and be able to identify the repeated element.</p> | <p><b>Essential 2:</b><br/>Explore the composition of numbers to 3 using counters/concrete objects.</p> <p>Begin to know pairs of numbers that combine to make 1.</p> <p>Begin to know pairs of numbers that combine to make 2.</p> | <p><b>Essential 2</b><br/>Explore the composition of numbers to 5 using pictorial representations.</p> <p>Begin to know pairs of numbers that combine to make 3.</p> <p>Using subitising skills, children will explore composition of numbers by recognising smaller numbers within a representation.</p> | <p><b>Essential 2</b><br/>Sort a set of objects into long and short objects.</p> <p>Explore the vocabulary of long and short and longer and shorter to compare 2 or more objects.</p> <p>Use the language of longer than and shorter than to compare the length of objects.</p> | <p><b>Essential 2:</b><br/>Know that the quantity of a group can be changed by adding more.</p> <p>Know that the quantity of a group can be changed by taking items away.</p> <p>Build mathematical stories in contexts that include adding and subtracting.</p> | <p><b>Essential 2:</b><br/>Know that an amount can be shared into groups.</p> <p>Know that groups are equal when they have the same amount.</p> <p>Know that groups are unequal when they don't have the same amount.</p> |

## Reception Essential knowledge across the curriculum

|  |  |   |  |   |  |   |
|--|--|---|--|---|--|---|
|  | <p>Identify and continue an AB pattern.</p> <p>Create own AB patterns using their own rule.</p> <p>Identify errors in patterns.</p> <p><b>Vocabulary:</b> <i>big, small, balance, balance scale, heavier, lighter, heavy, light, more, less, pattern, repeated, next, continue</i></p> | <p>Begin to know pairs of numbers that combine to make 3.</p> <p>Identify the 2D shapes of circles and triangles in different representations.</p> <p>Describe properties of circles.</p> <p>Describe properties of triangles.</p> <p>Know that numbers can be made up of smaller amounts.</p> <p>Explore the composition of numbers 4 and 5 using manipulatives.</p> | <p>Use comparative language to compare the mass of two objects.</p> <p>Use the words heavier and lighter to compare the mass of two objects.</p> <p>Use practical, non-standard equipment when using balance scales.</p> <p>Use non-standard units to find the balance when measuring how heavy an object is.</p> <p>Use non-standards units to investigate capacity of a container.</p> <p>Children to make comparisons</p> | <p>Explore the height of objects.</p> <p>Use the vocabulary of tall and short to describe the height of an object.</p> <p>Compare the height of up to 3 objects.</p> <p>Use the vocabulary of shorter than and taller than to compare the height of objects.</p> <p>Explore &amp; use the vocabulary of time to describe events.</p> <p>Make estimates on how many times they can</p> | <p>Use mathematical stories to work out how many items were added or taken away.</p> <p>Working with 2D shapes to group and sort into different criteria.</p> <p>Identify the 'odd one out' in a group of shapes.</p> <p>Use mathematical vocabulary to explain why a shape does not belong in a group.</p> <p>Explore how shapes will look when they have been rotated into different positions.</p> <p>Know that shapes can be composed of other shapes.</p> | <p>Experience sharing practically using props or manipulatives.</p> <p>Say when a group has been shared equally.</p> <p>Say when a group has been shared unequally.</p> <p>Group a set of objects into equal groups.</p> <p>Use sharing and grouping to identify whether a number is odd or even.</p> <p>Know that an even number can</p> |
|--|--|---|--|---|--|---|

## Reception Essential knowledge across the curriculum

|  |  |   |   |  |   |   |
|--|--|---|---|--|---|---|
|  |  | <p>Begin to recall pairs of numbers that make 4.</p> <p>Begin to recall pairs of numbers that make 5.</p> <p><b>Vocabulary:</b><br/><i>group, part, whole, part-whole, split, join, together, altogether, total, circle, triangle, straight, round, sides corners</i></p> | <p>between containers and their capacity.</p> <p>Children to compare the capacity of up to 3 containers from smallest to greatest capacity.</p> | <p>complete a given activity in 1 minute.</p> <p>Know the days of the week.</p> <p>Use the days of the week to explain key events that take place in school or in family life.</p> <p>Begin to group manipulatives into pairs.</p> <p>Know that a pair is a group of 2.</p> <p>Know that doubling means twice as many.</p> <p>Experience using manipulatives and pictorial representations to identify doubles</p> | <p>Explore making a larger shape using smaller shapes.</p> <p>Use positional language to describe where shapes are in relation to one another in a group.</p> <p>Use the words next to, below, above, between to describe position.</p> <p>Explore the composition of numbers to 10 using manipulatives.</p> <p>Know that numbers are made up of smaller numbers.</p> <p>Explore number bonds to 10 using manipulatives</p> | <p>be shared equally into groups.</p> <p>Know that an odd number can not be shared equally into groups.</p> <p>Build number doubles using manipulatives.</p> <p>Identify number doubles from pictorial representation.</p> <p>Recall number doubles to at least</p> <p>Use mathematical vocabulary to describe how the shapes have been</p> |
|--|--|---|---|--|---|---|

## Reception Essential knowledge across the curriculum

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  | <p>and make double collections.</p> <p>Begin to recall number doubles up to 8.</p> <p><b>Vocabulary:</b> part, whole, part-whole, altogether, total, compare, lower, higher, lighter, heavier, light, heavy, balance, how many?, capacity, container, fill, full, same, most, more, less, greatest, least, pairs, groups, twos, odd, even, double, twice as many</p> | <p>in different contexts.</p> <p>Begin to match number representations that total 10 when joined together.</p> <p>Explore how number 10 can be arranged in 2 groups using manipulatives.</p> <p>Begin to recall pairs of numbers that add up to 10.</p> <p>Explore how number 10 can be arranged in 3 groups using manipulatives.</p> <p>Know that doubling means twice as many.</p> | <p>placed and/or rotated.</p> <p>Recognise and name 2D shapes within a 3D shape.</p> <p><b>Vocabulary:</b> add, more, how many?, altogether, first, then, now, 2D, shapes, square, circle, large, small, triangle, rotate, turn, move, complete, position, tangram, below, above, between</p> | <p>Complete and extend an ABBC or AABC pattern.</p> <p>Identify units of repeating patterns.</p> <p>Create their own AAB, ABBC or AABC pattern using a rule they decide.</p> <p>Use small world resources to create a scene using positional language directions.</p> <p>Use photographs of familiar places to describe objects in</p> |
|--|--|--|--|---|--|

## Reception Essential knowledge across the curriculum

|  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
|  |  |  |  | <p>Experience using manipulatives and pictorial representations to identify doubles and make double collections.</p> <p>Begin to recall number doubles up to 10.</p> <p>Use manipulatives to explore which numbers are odd and even.</p> <p>Know that even numbers can be grouped in pairs.</p> <p>Know that odd numbers cannot be</p> |  | <p>relation to one another.</p> <p>Use positional language to give instructions to a friend on how to build a model.</p> <p>Using a map, identify landmarks using positional language instructions.</p> <p>Create own maps and describe a route using positional language.</p> <p>Use mathematical language to explain ideas in</p> |
|--|--|--|--|--|--|---|

## Reception Essential knowledge across the curriculum

|  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
|  |  |  |  | <p>grouped into pairs.</p> <p>Recognise and name 3D shapes.</p> <p>Use vocabulary such as flat, faces and curved surface to explain how they have identified a shape.</p> <p>Name the 2D shapes that make up a 3D shape.</p> <p>Use 3D shapes to experiment and investigate their properties.</p> <p>Know which 3D shapes will stack and</p> |  | <p>investigation activities.</p> <p><b>Vocabulary:</b><br/>share, equal, unequal, fair, unfair, how many?, groups, groups of, same, odd, even, pattern, repeat, unit of repeat, copy, continue, on, opposite, between, next to, behind, in front, same, different, above, below</p> |
|--|--|--|--|--|--|---|

## Reception Essential knowledge across the curriculum

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  | <p>which can roll.</p> <p>Use mathematical vocabulary to explain which shapes will stack and which will roll.</p> <p>Explore and identify 3D shapes in the environment.</p> <p>Copy and continue ABC, ABCD, AABB, AAB &amp; ABB patterns.</p> <p>Identify and describe patterns in the environment.</p> <p><b>Vocabulary:</b><br/>length, long, short, sort, compare, longer than,</p> |  |
|--|--|--|--|--|--|

## Reception Essential knowledge across the curriculum

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   |  |  |  | <p>shorter than,<br/>longest,<br/>shortest,<br/>height, tall,<br/>taller, same,<br/>time, today,<br/>tomorrow,<br/>yesterday, next<br/>week, days of<br/>the week,<br/>minute, how<br/>long?, first,<br/>then, after,<br/>altogether,<br/>part, whole,<br/>total, bonds,<br/>double, same,<br/>two times as<br/>many, 2D, 3D,<br/>surface, flat,<br/>faces, curved,<br/>sort, cube,<br/>cuboid,<br/>sphere, cone,<br/>cylinder,<br/>pyramid,<br/>pattern, repeat,<br/>copy</p> |  |  |
| Understanding<br>the world -<br>Past and<br>Present | <p><b>Essential 2:</b><br/>Make a birthday<br/>calendar with the<br/>children and use this<br/>to begin to explore</p> | <p><b>Essential 2:</b><br/>Explore<br/>photographs of<br/>familiar places<br/>or people in</p> | <p><b>Essential 2:</b><br/>Explore<br/>photographs of a<br/>baby, toddler,</p> | <p><b>Essential 2:</b><br/>Explore images<br/>of familiar<br/>places,<br/>Knowsley</p>   | <p><b>Essential 2:</b><br/>Explore life cycle of<br/>a<br/>caterpillar/butterfly</p> |  |

|   |   |  |  |   |  |  |
|---|---|--|--|---|--|--|
|  | <p>chronology, talking about who was born first and whose birthday will be first in the year.</p> <p>Talk about events from the children's past by sharing photos and experiences of holidays or days out.</p> <p>Look at and talk about dragons in stories from the past.</p> <p>Understand that their birthday and some other key festivals (e.g. Halloween, Christmas, Easter) are annual &amp; take place at different times of the year.</p> <p>Make a photographic/pictorial timeline of events through the year including birthdays and festivals.</p> | <p>autumn in the past.</p> <p>Talk about similarities and differences they notice in the artefacts.</p> <p><b>Vocabulary:</b> then, now, before, same, different</p> | <p>child and adult in the snow.</p> <p>Sequence photographs of a human over time.</p> <p><b>Vocabulary:</b> then, now, order, older, old, young, younger</p> | <p>Safari Park/Zoo.</p> <p>Make comparisons between the past and now; what is the same and what is different.</p> <p><b>Vocabulary:</b> then, now, same, different, old, older, new, newer, order, first, then, next, after</p> | <p>y and place in a sequence.</p> <p>Use sequential language to describe a life cycle.</p> <p><b>Vocabulary:</b> then, now, same, different, old, older, new, newer, order, first, then, next, after</p> | <p>now and in the past.</p> <p>Make comparisons and talk about what is the same and what is different.</p> <p>Share books and video clips to explore the seaside in the past.</p> <p>Talk to familiar people about their experience of the seaside in the past.</p> <p><b>Vocabulary:</b> then, now, before, same, different, questions, ask</p> |
|---|---|--|--|---|--|--|

|   |  |   |   |  |   |  |
|---|--|---|---|--|---|--|
|   | <p><b>Vocabulary:</b> <i>past, then, now, present, same, similar, different, birthday, year, month, festival, timeline, order</i></p>  |   |   |  |   |  |
| <p><b>Understanding the world - People, culture &amp; communities</b></p>  | <p><b>Essential 2:</b><br/>Using the core text "The Friendship Bench", compare the different places in the story, e.g. the walk home from school.</p> <p>Compare the playground in the story and our school playground.</p> <p>Name and describe people who are familiar to them.</p> <p>Share a range of stories, e.g. "My hair" or "Happy in our skin" to talk about and describe people with a growing awareness of similarities and differences.</p> | <p><b>Essential 2:</b><br/>Explore Autumn festivals in other faiths and religions.</p> <p>Know that Diwali is a festival of light celebrated by Hindu families.</p> <p>Know that Hanukah is a festival of light celebrated by Jewish families.</p> <p>Using different resources including books, photographs, video clips, visits to find out about different</p> | <p><b>Essential 2:</b><br/>Compare different places where penguins can live; what is the same, what is different?</p> <p>Compare penguin homes to local settings; what is the same, what is different?</p> <p><b>Vocabulary:</b> <i>home, habitat, cold, colder, warm, warmer, safe, shelter, same, different</i></p> | <p><b>Essential 2:</b><br/>Take a walk around the local environment and identify signs of nature.</p> <p>Draw a map of the walk they took and mark places where they found nature.</p> <p><b>Vocabulary:</b> <i>visit, journey, map, mark, show, same, different, nature</i></p> | <p><b>Essential 2:</b><br/>Go on minibeast hunts in different locations in the local environment.</p> <p>Use Nature Park activities to help map signs of nature in the local environment.</p> <p>Observe and draw what they see whilst completing field work.</p> <p><b>Vocabulary:</b> <i>local area, nature, environment, creatures, animals, habitat, home</i></p> | <p><b>Essential 2:</b><br/>Create a map of Stanley's journey using small world resources.</p> <p>Use a practical map into a drawn map.</p> <p>Use a bee bot to follow a journey.</p> <p>Explore shady places in the school grounds during the day and mark on a map.</p> |

## Reception Essential knowledge across the curriculum

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <p>Begin to understand that some places are special to members of their community.</p> <p>Visit St Anne's &amp; Blessed Dominic Church and speak to somebody who uses the Church.</p> <p>Begin to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Learn about the Hindu festival of Diwali and how Hindu families celebrate this festival.</p> <p><b>Vocabulary:</b> <i>family, friends, parents, grandparents, cousins, sister, brother, aunty, uncle, special, prayer, Church, God's family, festival, Diwali, celebrate, decorations</i></p> | <p>occupations; farmer, miller, baker, large animal vet.</p> <p>Go on a trip to a bakery to buy different types of bread.</p> <p>Find out about breads eaten in different countries and cultures.</p> <p>Using different resources including books, photographs, video clips, visits to explore the similarities and differences between school setting and a farm.</p> <p>Use a simple map to make own farm with small world resources.</p> |  |  | <p>Read a range of books; fiction &amp; non-fiction about recycling and looking after the environment.</p> <p>Compare a beach scene with the outdoor area at school; what is the same/different.</p> <p><b>Vocabulary:</b> <i>same, different, map, mark, recycle, care, environment, litter, help</i></p> |
|--|--|--|--|--|--|

|   |  |   |   |  |  |   |
|---|--|---|---|--|--|---|
|   |  | <p><b>Vocabulary:</b><br/>celebrate, families, food, decorations, presents</p>  |   |  |  |   |
| <p><b>Understanding the world - The Natural World</b></p>  | <p><b>Essential 2:</b><br/>Explore natural resources using their senses.<br/><br/>Use a magnifying glass to explore natural resources.<br/><br/>Collect and use natural resources to make self/friend, a favourite character or a story setting.<br/><br/>Go on an outdoor sensory walk and talk about what they can see, hear and feel.</p> <p><b>Vocabulary:</b> natural, growing, outdoor, alive, dead, touch, feel, smooth, soft, rough, bumpy, see, hear, sound, loud, quiet, near, far, shape, same, different</p> | <p><b>Essential 2:</b><br/>Go on a nature walk and name key features of autumn.<br/><br/>Observe and talk about the changes during Autumn.<br/><br/>Group autumn objects and identify some of their properties.<br/><br/>Experience walking through dry and wet leaves.</p> | <p><b>Essential 2:</b><br/>Make predictions about the different properties of water when frozen and when melted.<br/><br/>Explore and observe melting ice.<br/><br/>Compare how ice melts in different places.<br/><br/>Explore and observe snow.<br/><br/>Stand in the wind and talk about what we notice in terms of our senses.<br/><br/>Fly a kite.</p> | <p><b>Essential 2:</b><br/>Name some animals that live in hot places.<br/><br/>Watch video clips and use Non-fiction texts to find out about these animals.<br/><br/>Compare animals that live in hot and cold climates.<br/><br/>Filter snow from different places in the outdoor environment.<br/><br/>Make predictions and test which snow is the dirtiest.</p> | <p><b>Essential 2:</b><br/>Observe the stages of a life cycle of a caterpillar.<br/><br/>Sequence pictures of a life cycle of a caterpillar.<br/><br/>Take part in a minibeast hunt in the local area.<br/><br/>Talk about what they have observed.<br/><br/>Draw a variety of minibeasts/insects, naming them and add simple labels.<br/><br/>Observe the outdoor environment and record what they observe in</p> | <p><b>Essential 2:</b><br/>Explore the outdoor environment and identify areas that produce good shadows and those that don't.<br/><br/>Know that the weather has to be sunny for shadows to form.<br/><br/>Know that under water is a habitat.<br/><br/>Name some animals live under water.</p> |

## Reception Essential knowledge across the curriculum

|  |  |  |   |   |   |   |
|--|--|--|---|---|---|---|
|  |  | <p>Set up a pine cone weather station to monitor the weather.</p> <p>Predict and explore which natural objects will float and which will sink.</p> <p>Identify and name different woodland animals.</p> <p>Find out some simple facts about squirrels and other woodland animals.</p> <p>Make simple fact cards.</p> <p>Find out about animals that hibernate.</p> | <p>Use filter paper to test predictions and answer a question.</p> <p>Name animals that live in cold places.</p> <p>Name and label some characteristics.</p> <p>Compare 2 places that penguins can live; what is the same, what is different.</p> <p><b>Vocabulary:</b><br/>water, frozen, ice, melt, melting, warm, warmer, cold, colder, weather, winter, habitat</p> | <p>different ways; drawing, writing, rubbings, photographing.</p> <p>Know that spring is a season.</p> <p>Recognise some of the changes in weather and the environment during spring.</p> <p>Compare own environment to the habitat of an elephant.</p> <p>Experience adding water to different materials, e.g. mud and sand.</p> | <p>Talk about why minibeasts and plants need each other.</p> <p>Find out about the difference between moths and butterflies.</p> <p><b>Vocabulary:</b><br/>Lifecycle, egg, caterpillar, chrysalis, butterfly, habitat, change, minibeast, insect, habitat</p> | <p>Visit and beach and observe the environment, talking about what is the same and what is different.</p> <p>Compare a beach environment to the local area.</p> <p>Know what is the same and what is different between 2 different environments, e.g. animals that live there, weather.</p> <p><b>Vocabulary:</b><br/>Shadow, summer, weather, light,</p> |
|--|--|--|---|---|---|---|

|                          |  |  |   |  |   |  |
|--------------------------|--|--|---|--|---|--|
|                          |  | <p><b>Vocabulary:</b><br/>autumn, nature, change, different, wet, dry, senses, weather, wind, windy, float, sink, heavy, light, animals, home, woodland, hibernate</p> |   | <p>Talk about the changes they observe.</p> <p><b>Vocabulary:</b><br/>Habitats, warm, warmer, same, different, spring, weather, changes, temperature, wet, dry</p> |   | <p><b>environment, similar, different, habitat</b></p>   |
| Working scientifically   | <p><b>Essential 2:</b></p> <p>While playing demonstrate their curiosity by talking about what they wonder.<br/>Form their own questions with support.<br/>Describe what they see, hear and feel whilst outside.<br/>Continue to use magnifying glasses and begin to use magnifiers.<br/>Use pipettes and syringes in their investigations.<br/>Make comparisons using non-standard units of measure.<br/>Matching objects and pictures.<br/>Sort and group objects sometimes using their own criteria.<br/>Use pre-prepared tables to record observations.<br/>Sometimes draw and write labels to record their observations.</p> |  |   |  |   |  |
| Expressive arts & design | <p><b>Essential 2:</b><br/>Experience creating images or models of themselves/friend/favourite character or setting using paint, drawing, transient art and junk modelling.</p>    | <p><b>Essential 2:</b><br/>Visit the outdoor classroom and complete an observational drawing of the woodland scene.</p>  | <p><b>Essential 2:</b><br/>Experience using water colours to create a painting of a penguin, using photographs as a stimulus.</p> | <p><b>Essential 2:</b><br/>Use clay and modelling tools to make a model of a favourite animal.</p>   | <p><b>Essential 2:</b><br/>Use different media to create a sculpture of a minibeast on a small scale (individually) and also on a large scale as part of a group.</p> | <p><b>Essential 2:</b><br/>On a visit away from school, complete an observational drawing.</p> |



## Reception Essential knowledge across the curriculum

| Creating with materials | Use different equipment to make paw prints and develop a pattern.  | Use 'wikk stix' and leaves to create an abstract sculpture.  | Add some smaller detail to paintings, selecting appropriate tools or sized paintbrushes to make these marks. | Use water colour paints and brushes of different sizes to create pictures of animals and their habitats. | Carry out observational drawings of minibeasts whilst on fieldwork.   | Explore mixing different shades of colour using different media to create a jellyfish. |
|-------------------------|--|--|--|--|---|--|
|                         | Mix different colours to make different colours and shades to paint dogs.  | Use materials of different textures to make a model nest for the hen.  | Hold paintbrushes and other one-handed tools with increasing control.  | Experiment by adding ink to water to 'marble' and create different patterns on paper.                    | Observe colours in the local environment and use primary colours to mix and match colours.  | Use natural materials to create a transient art piece.                                 |
|                         | Draw with increasing complexity & detail to draw a self-portrait, such as representing a face with a circle & including details. | Know how to create the colours orange, pink, grey and brown by mixing primary colours.   | Continue to develop experience of colour mixing to create different colours and shades.                      | Cut and rip the marbled paper to make a collage picture of an animal in their habitat.                   | Use a variety of collage materials of different textures to create a collage of a minibeast.  | Use recycled materials to create a kite.   |
|                         | Continue to explore colour and colour mixing when using paint to create a painting of a dragon.                                  | <b>Vocabulary:</b> outdoor, watch, observe, see, shape, draw, lines, straight, curved, sculpture, natural objects, mix, colour mix, shades, change, different, dark, light | Explore painting on different surfaces and textures including ice.   | Explore what happens when you add water to chalk when mark making in the outdoor environment.            | <b>Vocabulary:</b> sculpture, model, shape, add, change, smooth, twist, pull, stretch, shape, draw, detail, copy, colour, shades, match, mix, dark, light, darker, lighter, collage, rip, tear, cut | Use appropriate one-handed tools with control.   |
|                         | Use playdough equipment to create a birthday cake using a variety of techniques.   |  | Make observations of how colours mix on different surfaces.  |  | <b>Vocabulary:</b> materials, cut, shape, join, mix, shades, lighter, darker, detail  |  |
|                         | Use natural resources and transient art to create own image of a dragon.   |  |  |  |   |  |
|                         | Use a variety of equipment to create own artwork.  |  |  |  |   |  |

|  |   |  |  |  |  |  |  |   |  |
|--|---|--|--|--|--|--|--|---|--|
|  | <p><b>Vocabulary:</b> shapes, lines, circles, detail, colour mixing, shades, dark, darker, darkest, light, lighter, lightest</p>  |  |  | <p><b>smooth, brushes, stroke, thin, wide, marble, drop, add, pattern, rip, tear, cut, snip, collage</b></p>   |  |  |  |   |  |
| <p><b>Being Imaginative &amp; Expressive</b></p>   | <p><b>Essential 2:</b><br/>Listen to and join in with the chorus and actions of the songs 'My pet and me' and 'How much is that Doggie'.<br/><br/>Listen and dance to sounds of the beach.<br/><br/>In the role play area, make a snack for a friend.<br/><br/>In the outdoors role play area, experience playing in the mud kitchen and Beach Café.<br/><br/>Begin to listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses.<br/><br/>Sing in a group or on their own.</p> | <p><b>Essential 2:</b><br/>Use fingers and actions to sing or perform songs and rhymes; "Furry, furry squirrel, The Squirrel Song, The Frisky Little Squirrel, Autumn Leaves, Autumn time is coming"<br/><br/>Listen to relaxing music with autumn images.<br/><br/>In the role play areas, select appropriate clothing for cold and windy weather.<br/><br/>Dress the dolls in the role play area in warm clothing.</p> | <p><b>Essential 2:</b><br/>Revisit music they have previously listened to in Nursery; what do they remember? What do they like or dislike? Debussy The snow is dancing</p> | <p><b>Essential 2:</b><br/>Take on the role of animals from fiction or non-fiction books in their play.<br/><br/>Take part in a group 'hot-seating' activity to find out more about a character.<br/><br/>Learn the rhymes/songs Have you ever seen a polar bear, Polar bear, Polar bear what do you hear?<br/><br/>Innovate songs and rhymes to include</p> | <p><b>Essential 2:</b><br/>Learn and perform a variety of rhymes/poems/songs linked to the theme/key text; Down in the jungle, Five little monkeys swinging from the tree, Look at the sneaky crocodile.<br/><br/>Listen to and watch African music and dancing with a focus on drumming and body percussion.<br/><br/>Move to African music and drumming using different body parts to match the beat and</p> | <p><b>Essential 2:</b><br/>Learn a variety of songs, poems &amp; rhymes linked to text and theme: 'There is a tiny caterpillar song', Out of the Ark Minibeast songs</p> | <p><b>Essential 2:</b><br/>Make up and perform a dance using music inspired by minibeast/insects: Flight of the bumblebee by Rachmaninoff or the Butterfly waltz by Charles Janon.</p> | <p><b>Essential 2:</b><br/>Act out familiar texts using a story maps/zig zag books.</p> | <p><b>Vocabulary:</b> sound, rhythm, beat, volume, loud, louder, quiet, quieter, high, low, long, short, act, retell</p> |

## Reception Essential knowledge across the curriculum

|  |  |   |  |   |  |  |
|--|--|---|--|---|--|--|
|  | <p>Listen to and join in with the chorus and actions to "The Forest Song" about Pete the dragon, The day dream dragon song and Happy birthday sung inn English &amp; other home languages.</p> <p>Listen and dance to St George and the Dragon by Alex &amp; Ivana Nikolic.</p> <p>Begin to explore &amp; engage in music making &amp; dance.</p> <p>Play instruments to accompany songs &amp; rhymes.</p> <p>Make dragon dances with scarves.</p> <p>Take part in simple pretend play.</p> <p>Begin to develop storylines in their pretend play.</p> <p>Use own life experiences to develop play &amp; vocabulary in the different role play areas;</p> | <p>In the mud kitchen make different 'soup' using natural ingredients.</p> <p>Take part in action rhymes and songs: The Farmer is in the den, Old Macdonald, Little Red Hen, I am the Baker man (to the tune of I am the Music Man).</p> <p>Listen and move to pieces of music to represent some of the animals in the stories they hear: <u>Haydn: symphony No. 83 in G minor Paris Symphonies</u> <u>The Hen, Prokofiev Peter &amp; the wolf: cat themes</u></p> <p>In the outdoor environment take part in role play on the Bike track - visiting a farm shop and making bread and cakes</p> | <p>other animals that live in cold places.</p> <p><b>Vocabulary:</b> instruments, song, music, beat, rhythm, loud, quiet, faster, slower, fast, slow</p> | <p>rhythm of the music.</p> <p><b>Vocabulary:</b> song, beat, rhythm, fast, faster, slow, slower, loud, louder, quiet, quieter, Africa, same, different</p> | <p><b>Vocabulary:</b> song, rhythm, beat, loud, louder, quiet, quieter, speed, move, dance, dance move, sequence, order, listen, tell, story</p> |  |
|--|--|---|--|---|--|--|

## Reception Essential knowledge across the curriculum

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  | <p>home corner (bedtimes &amp; parties) and Mud Kitchen (party time, cake baking).</p> <p><b>Vocabulary:</b> music, beat, rhythm, move, dance, instrument, pretend, life</p> | <p>in the outdoor kitchen.</p> <p><b>Vocabulary:</b> perform, actions, words, rhyme, song, relax, music, slow, quiet, calm, quieter, still, weather, warmer, warm, cold, colder</p> |  |  |  |  |
|--|--|---|--|--|--|--|

## Reception Essential knowledge across the curriculum

|   |   |  |   |  |   |                        |   |
|---|---|--|---|--|---|------------------------|---|
| <b>Computing</b><br> | <p>Through all areas of the curriculum, children will experience and develop their skills of using:</p> <ul style="list-style-type: none"> <li>Interactive White board</li> <li>Ipads</li> <li>Beebots</li> </ul> <p>Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level.</p>  |  |   |  |   |                        |   |
| <b>Examples of yearly themes/Events</b><br><br><b>Cultural capital</b>                                | <table border="1"> <tr> <td data-bbox="453 416 714 525">Welcome Service<br/>Macmillan Coffee morning</td><td data-bbox="714 416 974 779">All Saint's Day<br/>Bonfire Night<br/>Diwali<br/>Hanukah<br/>Advent<br/>Christmas<br/>World Nursery Rhyme Week<br/>A trip out of school<br/>Autumn Walk</td><td data-bbox="974 416 1235 557">Shrove Tuesday<br/>Ash Wednesday<br/>Mother's Day<br/>Winter walk</td><td data-bbox="1235 416 1495 557">World Book Day<br/>Easter<br/>World Maths Day<br/>Science week</td><td data-bbox="1495 416 1756 493">Ascension<br/>Pentecost</td><td data-bbox="1756 416 2073 652">Tarette's awareness day<br/>Sports day<br/>Transition<br/>EYFS end of year celebration<br/>End of year trip</td></tr> </table> | Welcome Service<br>Macmillan Coffee morning                    | All Saint's Day<br>Bonfire Night<br>Diwali<br>Hanukah<br>Advent<br>Christmas<br>World Nursery Rhyme Week<br>A trip out of school<br>Autumn Walk | Shrove Tuesday<br>Ash Wednesday<br>Mother's Day<br>Winter walk | World Book Day<br>Easter<br>World Maths Day<br>Science week   | Ascension<br>Pentecost | Tarette's awareness day<br>Sports day<br>Transition<br>EYFS end of year celebration<br>End of year trip |
| Welcome Service<br>Macmillan Coffee morning   | All Saint's Day<br>Bonfire Night<br>Diwali<br>Hanukah<br>Advent<br>Christmas<br>World Nursery Rhyme Week<br>A trip out of school<br>Autumn Walk   | Shrove Tuesday<br>Ash Wednesday<br>Mother's Day<br>Winter walk | World Book Day<br>Easter<br>World Maths Day<br>Science week   | Ascension<br>Pentecost   | Tarette's awareness day<br>Sports day<br>Transition<br>EYFS end of year celebration<br>End of year trip |                        |   |