


Reception Essential knowledge across the curriculum

Main Topic	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<p>Nursery & Reception:</p> <p>All 7 areas of Learning and development: Our general themes are led by our R.E curriculum.</p> 	<p>Creation & Covenant Essential 2: 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>CST: 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>Prophecy & Promise Essential 2: Know the stories of the Annunciation, Nativity & 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>Galilee to Jerusalem Essential 2: 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>Desert to garden Essential 2: 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>To the ends of the earth Essential 2: 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>Dialogue & encounter (aspects of this branch will be woven into the curriculum throughout the year)</p> <p>Essential 2: 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>


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	<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>CST: 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>CST: 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>CST: Know that we are called to live as family & 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>
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				<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>Essential 2: God, Father, Son, Holy Spirit, world, wonderful, precious, family, Baptism, Holy Water, font</p>	<p>Essential 2: Bethlehem, shepherds, crib, Advent, Christmas, Nativity, messenger, manger, stable, chosen</p>	<p>Essential 2: Herod, Magi, Gifts, Messiah, Welcome, Prophet, Disciples, Worship, Crowd, Miracle, Glory be</p>	<p>Essential 2: Lent, Easter, Holy Week, Palm Sunday, Last Supper, Good Friday, Easter Sunday, Commandment, Ash, Wednesday, Cross, Crucifix</p>	<p>Essential 2: Pentecost, Disciples, Holy Spirit, Christian, Good News, Celebration, Feast, Community, Solidarity, Miracles, Praising</p>	<p>Essential 2: Follower, Community, Saints, Difference, Similar, Respect, Diwali, Hindu, Festival, Hanuman, Rangoli, patterns, Diya, Hindu, Jewish, Hannukah, Menorah, Dreidel, Islam, Muslim</p>

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					Mosque Object Prayer mat Quran
Personal, Social & Emotional Development 	Being me in my world: Self-identity Autumn 1 Essential 2 knowledge Begin to follow the daily routines using a visual timetable for support. Talk about their favourite activities or games in school and at home. Ask a friend what their favourite things or activities are. Using the key text 'The Friendship Bench', talk about the different emotions the characters experience in the story. Talk about their own feelings starting Reception and/or a new school. Compare their own feelings to those of the characters in the story.	Essential 2 Talk about how Sam the squirrel feels when he notices that a leaf is missing. Recognise that our facial expressions can show how we are feeling. Recognise that how we talk can show how we are feeling. Talk about our own feelings about the seasons of autumn and winter and begin to give reasons. Discuss likes and dislikes about a familiar story. Identify and talk about favourite parts of a familiar story. 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.	Dreams & Goals -challenges & perseverance Essential 2 Know what a challenge is Know how to set goals and work towards them 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 • Explore feelings by linking to the characters in key texts or by thinking about how other may feel in different situations. Manage own self-care needs by getting dressed appropriately for outdoor learning/PE. Sort and identify which clothes would be worn for different seasons. Know how to dress and keep warm for winter. Work collaboratively to help other children in dressing for outdoor learning. Talk about and know the importance of sharing resources. Vocabulary: challenge, goal, aim, target, feelings, worried, happy, excited, nervous, warm, safe, help, support	Healthy Me - exercise, healthy food, keeping clean, safety Essential 2 Know what the word 'healthy' means • Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know what to do if they get lost • Know how to say No to strangers Make links to key texts and think about social phrases and greetings we use when we greet one another. Discuss how key characters feel at different parts of a story. When experiencing handling caterpillars/minibeasts, work together to develop a set of rules to follow to keep us and the creatures safe. Work as part of a group when working on a collaborative project; e.g. making an obstacle course, acting out the story.	


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	<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 & 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 & stickers to praise one another.</p> <p>Begin to express feelings & understand how others might be feeling, including some characters in texts.</p>	<p>Read the stories; 'People need people' by Benjamin Zephaniah & the Enormous turnip.</p> <p>Talk about and share experiences of helping someone else and how it made them feel.</p> <p>Vocabulary: feelings, worried, upset, anxious, frightened, scared, excited, pleased, friends, friendship, because, argument, sorry, like, dislike, favourite, helpful, kind, caring</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>Vocabulary: greet, meet, welcome, feel, feelings, worry, happy, excited, nervous, upset, rules, safe, safety, protect, together, listen, share, hear, turns</p>
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	<p>Consider the feelings and lives of others by exploring how a child would move sat in a wheelchair.</p> <p>Begin to identify & moderate own feelings socially & emotionally.</p> <p>Use book talk related to 'Amazing' to identify where there might have been conflicts & what the children could do to solve them.</p> <p>Begin to resolve conflicts with others by negotiating & compromising.</p> <p>Begin to set own goals & show resilience & perseverance in the face of challenge.</p> <p>Manage own self care needs.</p> <p>Develop confidence to try new activities & show independence.</p> <p>Know and begin to talk about the different factors that support their</p>			
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	<p>overall health & wellbeing; regular physical activity, healthy eating, toothbrushing and having good sleep routines.</p> <p>Vocabulary: special, unique, amazing, wonderful, talent, gift, friend, kind, share, care, disagree, argue, sorry, resolve</p>					
<p>Communication & Language</p> 	<p>Essential 2 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>Essential 2 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>Essential 2 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>Essential 2 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>Essential 2 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 & non-fiction), using some vocabulary & language structures from the text.</p>	<p>Essential 2 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 &</p>


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	<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 structured (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 & 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 & vocabulary.</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 & thoughts in</p>	<p>Listen to & 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 when engaged in back-and-forth exchanges.</p> <p>Participate in group discussions.</p> <p>Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes & poems and during role play.</p> <p>Articulate their ideas & 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 & language structures from the text.</p> <p>Listen to & 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 when engaged in back-and-forth exchanges.</p> <p>Participate in group discussions.</p> <p>Understand and use recently learnt vocabulary during</p>
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	<p>language structures from the text.</p> <p>Vocabulary: <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 & language structures from the text.</p> <p>Begin to describe events in some detail, showing awareness of the listener.</p> <p>Learn new vocabulary 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>Vocabulary: <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>Vocabulary: <i>ideas, fiction, non-fiction, like, dislike, listen, hear, share, turns</i></p>	<p>Vocabulary: <i>listen, talk, enjoy, turns, share, fiction, non-fiction, conversation</i></p>	<p>discussions about stories, non-fiction, rhymes & poems and during role play.</p> <p>Articulate their ideas & thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support.</p> <p>Vocabulary: <i>listen, talk, enjoy, turns, share, fiction, non-fiction, conversation</i></p>
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		<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>Vocabulary: listen, skills, attention, story, rhyme, poems, setting, characters, beginning, middle, end, because</p>				
<p>Physical development</p>  <p>Gross motor</p>	<p>Essential 2: 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>Essential 2: 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>Essential 2: 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>Essential 2: 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>Essential 2: 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>Essential 2: Move and dance like sea creatures.</p> <p>Balance in different ways using equipment indoors and outdoors.</p> <p>Work collaboratively to make an obstacle</p>

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<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 & 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 & 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>Vocabulary: waddle, shuffle, huddle, flap, move, slow, slower, fast, faster, quick, quickly, ball, roll, aim, target,</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 a bat to hit a ball at a target.</p> <p>Vocabulary: stomp, sway, stretch, direction, move, tall,</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>Vocabulary: 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>Vocabulary: move, fast, faster, slow, slower, dance, music, listen, rhythm, beat, steps, order, sequence, throw, catch, hit, bat</p>
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	<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 & 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>partner, score, throw, catch</p>	<p>small, balance, bat, ball, target, hit, strike, drop</p>		
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	<p>Vocabulary: <i>balance, control, strength, movement, apparatus, safe, safety, safely, equipment,</i></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 & queuing, mealtimes, personal hygiene.</p> <p>Vocabulary: <i>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.</i></p>				
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<p>Fine motor</p>  	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>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>Vocabulary: model, change,</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>Vocabulary: control, hold, model, modelling, shape, twist, pull, pinch, smooth, trail, brush, wide,</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>Vocabulary: grip, left/right, tripod, pinch, hold, steady, control, detail, small,</p>

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	<p>that they can use a range of tools competently, safely & confidently. Suggested tools: pencils for drawing & writing, paintbrushes, scissors, knives, forks & 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>Vocabulary: 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"> 1. Long ladder (i, j, l, t, u) 2. One armed robot (b, h, k, m, n, p, r) 3. Curly caterpillar (c, a, d, e, g, o, q, f, s) 4. Zigzag letters (v, w, x, z) 	<p>twist, pull, shape, moulding tool, push, detail, lead in, around, down, up</p>	<p>Vocabulary: clay, pinch, stretch, roll, smooth, shape, model, modelling, tools, change, brush, thin, wide, small, narrow, detail, stroke, dip</p>	<p>thin, wider, thinner, direction, follow.</p>	<p>smaller, large, larger, big, bigger</p>
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		<p>Use rolling pins and moulding tools with playdough to create different shapes to make models of different types of bread.</p> <p>Vocabulary: 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</p>				
<p>Literacy:</p>  <p>Word reading</p>	<p>Essential 2: Understand concepts about print, e.g. direction of print, naming parts of the book.</p>	<p>Essential 2: Understand that we read from left to right. Recognise the difference between a letter and a word.</p>	<p>Essential 2: Know that a sentence starts with a capital letter and ends with a full stop. Consolidate pre-phonetic skills of</p>	<p>Essential 2: Know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Essential 2: Know and apply the RWI phonics programme to read words and sentences at a stage appropriate level.</p>	<p>Essential 2: Know and apply the RWI phonics programme to read words and sentences at a stage</p>

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

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 & understanding.</p> <p>Vocabulary: sounds, red words, green words, blend, Fred Talk, books, print, direction, read, sentence</p>	<p>understanding & enjoyment.</p> <p>Vocabulary: sound, letter, word, sentence, read, blend, Fred talk, left, right</p>	<p>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>Vocabulary: 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>Vocabulary: 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>Vocabulary: 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>
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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>Vocabulary: sound, special friends, blend, read, sentence, start, end.</p>
Comprehension	<p>Essential 2: Predict some of the story line and vocabulary.</p> <p>Talk about story events, characters and setting with support.</p>	<p>Essential 2: Listen to a wide variety of poems, rhymes, stories and non-fiction texts)</p> <p>Begin to say how they feel</p>	<p>Essential 2: Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p>	<p>Essential 2: Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p>	<p>Essential 2: Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p>	<p>Essential 2: 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>Vocabulary: guess, predict, characters, beginning, middle, end, retell</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>Vocabulary: poem, rhyme, stories, non-fiction,</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 & 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>Vocabulary: fiction, non-fiction, information, facts, retell, order</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 & 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>Vocabulary: fiction, non-fiction, information, facts, retell, order</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 & 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>Vocabulary: fiction, non-fiction, information, facts, retell, order</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>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact & 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>
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Reception Essential knowledge across the curriculum

		<i>information, facts, illustrations, author, setting, character, beginning, middle, end</i>				<i>Vocabulary: fiction, non- fiction, information, facts, retell, order</i>
Writing	<p>Essential 2: Write own name to label a mini-me model to use during story telling.</p> <p>Label an illustration from the story "The Friendship bench" using initial GPC; s, t or p.</p> <p>Write their own picnic list, representing GPCs from the images provided.</p> <p>Write a basic sentence using their name..."I am..."</p> <p>Write a caption in a speech bubble; "I am in/up/on..."</p>	<p>Essential 2: Write a simple sentence about Sam the squirrel in a speech bubble; "I am...red/big/fat"</p> <p>Write a label for a story map; "It is...red".</p> <p>Write a label to describe a text illustration, e.g. "It is a...nut/log".</p> <p>Compose and orally rehearse a label, caption or simple sentence before writing.</p>	<p>Essential 2: Spell CVC words with taught phonemes and digraphs.</p> <p>Spell some common exception words in line with the RWI programme.</p> <p>Begin to write a caption or short sentence.</p> <p>Attempt to use spaces between each word.</p> <p>Begin to use a capital letter and full stop.</p>	<p>Essential 2: Spell CVC words with taught phonemes and digraphs.</p> <p>Spell some common exception words in line with the RWI programme.</p> <p>Begin to write a caption or short sentence.</p> <p>Begin to write a caption or short sentence.</p> <p>Attempt to use spaces between each word.</p> <p>Attempt to use spaces between each word.</p> <p>Begin to use a capital letter and full stop.</p>	<p>Essential 2: Spell CVC words with taught phonemes and digraphs.</p> <p>Spell some common exception words in line with the RWI programme.</p> <p>Begin to write a caption or short sentence.</p> <p>Attempt to use spaces between each word.</p> <p>Begin to use a capital letter and full stop.</p>	<p>Essential 2: Spell CVC words with taught phonemes and digraphs.</p> <p>Spell some common exception words in line with the RWI programme.</p> <p>Begin to write a caption or short sentence.</p> <p>Begin to write a caption or short sentence.</p> <p>Attempt to use spaces between each word.</p> <p>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 then sound with letter/s, VC & 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 own name correctly, using correct letter formation.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s, VC & 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 label for a drawing or a painting of a favourite character.</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>Vocabulary: spell, Fred talk, sound, letter, sentence, word, capital letter, 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>Write a speech bubble for the elephant (I am in the...).</p> <p>Write 1 or 2 simple sentences about a character; This is... She/He/It...</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>Write a non-fiction caption for an illustration.</p> <p>Label illustrations of the life cycle of a caterpillar.</p> <p>Write a fact card about caterpillars, moths or butterflies.</p> <p>Vocabulary: spell, Fred talk, sound, letter, sentence, caption, label</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>Begin to compose a sequence of 2-3 simple sentences.</p> <p>To write a fact card about a sea creature.</p>
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Reception Essential knowledge across the curriculum

	<p>Begin to form some lower-case letters correctly.</p> <p>Vocabulary: 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>Vocabulary: 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>Vocabulary: 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>Vocabulary: spell, Fred talk, sound, letter, sentence, caption, label</p>
<p>Mathematical development</p>  <p>Number</p>	<p>Essential 2: Can say & find 2 matching objects & 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>Essential 2 Recognise representations of 1, 2 & 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>Essential 2 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>Essential 2: 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>Essential 2: Count beyond 10.</p> <p>Explore how to represent the numbers 11, 12 & 13 using loose parts in different ways.</p> <p>Begin to recognise patterns in numbers beyond 10.</p>	<p>Essential 2: Use mathematical vocabulary to explain reasoning in investigations, e.g. how many more, how many less?</p> <p>Vocabulary: more than, less than, fewer,</p>

Reception Essential knowledge across the curriculum

	<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>Vocabulary: 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 & 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 & 8 to one another.</p> <p>Match representations of the numbers 6, 7 & 8 to the corresponding numeral.</p> <p>Explore the representation of the numbers 6, 7 & 8 using a ten frame.</p> <p>Create their own representations of the numbers 6, 7 & 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>Vocabulary: number, ten, ten</p>	<p>greater, add, take away, subtract</p>
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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 & state 1 more up to 5.</p> <p>Use manipulatives to explore & find 1 less by taking away an item.</p> <p>Vocabulary: 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>Vocabulary: 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>Vocabulary: nine, ten, ten</p>	<p>frame, how many?, total</p>	
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Reception Essential knowledge across the curriculum

		many, 1 more, 1 less, bigger, smaller, how many?, subtract, take away, how many left?	more, add, pattern, combine, group, altogether, total	frame, represent, how many?, more than, less than, compare, greater than, fewer than, one more, add, one less, subtract, take away		
Numerical patterns	<p>Essential 2: 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>Essential 2: 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>Essential 2 Explore the composition of numbers to 5 using pictorial representations.</p> <p>Explore the composition of numbers up to 5 using manipulatives.</p> <p>Using subitising skills, children will explore composition of numbers by recognising smaller numbers within a representation.</p>	<p>Essential 2 Sort a set of objects into long and short objects.</p> <p>Use 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>Essential 2: 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>Essential 2: 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>Vocabulary: big, small, balance, balance scale, heavier, lighter, heavy, light, more, less, pattern, repeated, next, continue</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 & 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>
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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>Vocabulary: group, part, whole, part-whole, split, join, together, altogether, total, circle, triangle, straight, round, sides corners</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>Use manipulatives to explore the composition of numbers up to 8.</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>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>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>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>Decompose a shape by placing or drawing lines to find a smaller shape within the larger shape.</p> <p>Use 2D shapes to copy or create a shape picture.</p> <p>Use mathematical vocabulary to describe how the shapes have been</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>Know that doubling is adding the same again.</p>
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Reception Essential knowledge across the curriculum

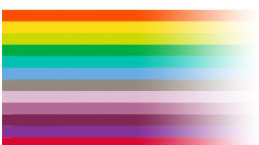
			<p>and make double collections.</p> <p>Begin to recall number doubles up to 8.</p> <p><i>Vocabulary: part, whole, part-whole, altogether, total, compare, lower, higher, lighter, heavier, light, heavy, balance, how many?, capacity, container, fill, full, same, most, more, less, greatest, least, pairs, groups, twos, odd, even, double, twice as many</i></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><i>Vocabulary: add, more, how many?, altogether, first, then, now, 2D, shapes, square, circle, large, small, triangle, rotate, turn, move, complete, position, tangram, below, above, between</i></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>
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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>
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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>Vocabulary: 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>
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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 & ABB patterns.</p> <p>Identify and describe patterns in the environment.</p> <p>Vocabulary: length, long, short, sort, compare, longer than,</p>		
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Reception Essential knowledge across the curriculum

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

Reception Essential knowledge across the curriculum

	<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 & 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>Vocabulary: then, now, before, same, different</p>	<p>child and adult in the snow.</p> <p>Sequence photographs of a human over time.</p> <p>Vocabulary: 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>Vocabulary: then, now, same, different, old, older, new, newer</p>	<p>y and place in a sequence.</p> <p>Use sequential language to describe a life cycle.</p> <p>Vocabulary: 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>Vocabulary: then, now, before, same, different, questions, ask</p>
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Reception Essential knowledge across the curriculum

	<p>Vocabulary: past, then, now, present, same, similar, different, birthday, year, month, festival, timeline, order</p>					
<p>Understanding the world – People, culture & communities</p> 	<p>Essential 2: 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>Essential 2: 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 Hanukkah is a festival of light celebrated by Jewish families.</p> <p>Using different resources including books, video clips, visits to find out about different</p>	<p>Essential 2: 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>Vocabulary: home, habitat, cold, colder, warm, warmer, safe, shelter, same, different</p>	<p>Essential 2: 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>Vocabulary: visit, journey, map, mark, show, same, different, nature</p>	<p>Essential 2: 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>Vocabulary: local area, nature, environment, creatures, animals, habitat, home</p>	<p>Essential 2: 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 & 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>Vocabulary: family, friends, parents, grandparents, cousins, sister, brother, aunty, uncle, special, prayer, Church, God's family, festival, Hindu, Diwali, lights, celebrate, meal, decorations</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 & 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>Vocabulary: same, different, map, mark, recycle, care, environment, litter, help</p>
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Reception Essential knowledge across the curriculum

		Vocabulary: celebrate, families, food, decorations, presents				
<p>Understanding the world – The Natural World</p> 	<p>Essential 2: Explore natural resources using their senses.</p> <p>Use a magnifying glass to explore natural resources.</p> <p>Collect and use natural resources to make self/friend, a favourite character or a story setting.</p> <p>Go on an outdoor sensory walk and talk about what they can see, hear and feel.</p> <p>Vocabulary: natural, growing, outdoor, alive, dead, touch, feel, smooth, soft, rough, bumpy, see, hear, sound, loud, quiet, near, far, shape, same, different</p>	<p>Essential 2: Go on a nature walk and name key features of autumn.</p> <p>Observe and talk about the changes during Autumn.</p> <p>Group autumn objects and identify some of their properties.</p> <p>Experience walking through dry and wet leaves.</p> <p>Stand in the wind and talk about what we notice in terms of our senses.</p> <p>Fly a kite.</p>	<p>Essential 2: Make predictions about the different properties of water when frozen and when melted.</p> <p>Explore and observe melting ice.</p> <p>Compare how ice melts in different places.</p> <p>Explore and observe snow.</p> <p>Filter snow from different places in the outdoor environment.</p> <p>Make predictions and test which snow is the dirtiest.</p>	<p>Essential 2: Name some animals that live in hot places.</p> <p>Watch video clips and use Non-fiction texts to find out about these animals.</p> <p>Compare animals that live in hot and cold climates (using animals from Spring 1).</p> <p>Observe the outdoor environment and record what they observe in</p>	<p>Essential 2: Observe the stages of a life cycle of a caterpillar.</p> <p>Sequence pictures of a life cycle of a caterpillar.</p> <p>Take part in a minibeast hunt in the local area.</p> <p>Talk about what they have observed.</p> <p>Draw a variety of minibeasts/insects, naming them and add simple labels.</p> <p>Discuss what they found and why these animals live there.</p>	<p>Essential 2: Explore the outdoor environment and identify areas that produce good shadows and those that don't.</p> <p>Know that the weather has to be sunny for shadows to form.</p> <p>Know that under water is a habitat.</p> <p>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>Vocabulary: <i>water, frozen, ice, melt, melting, warm, warmer, cold, colder, weather, winter, habitat</i></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>Vocabulary: <i>Lifecycle, egg, caterpillar, chrysalis, butterfly, habitat, change, minibeast, insect, habitat</i></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>Vocabulary: <i>Shadow, summer, weather, light,</i></p>
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Reception Essential knowledge across the curriculum

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

Reception Essential knowledge across the curriculum

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

	Vocabulary: shapes, lines, circles, detail, colour mixing, shades, dark, darker, darkest, light, lighter, lightest			smooth, brushes, stroke, thin, wide, marble, drop, add, pattern, rip, tear, cut, snip, collage		
<p>Being Imaginative & Expressive</p>  	<p>Essential 2: Listen to and join in with the chorus and actions of the songs 'My pet and me' and 'How much is that Doggie'.</p> <p>Listen and dance to sounds of the beach.</p> <p>In the role play area, make a snack for a friend.</p> <p>In the outdoors role play area, experience playing in the mud kitchen and Beach Café.</p> <p>Begin to listen attentively, move to & talk about music, expressing their feelings & responses.</p> <p>Sing in a group or on their own.</p>	<p>Essential 2: Use fingers and actions to sing or perform songs and rhymes; "Furry, furry squirrel, The Squirrel Song, The Squirrel, The Frisky Little Squirrel, Autumn Leaves, Autumn time is coming"</p> <p>Listen to relaxing music with autumn images.</p> <p>In the role play areas, select appropriate clothing for cold and windy weather.</p> <p>Dress the dolls in the role play area in warm clothing.</p>	<p>Essential 2: Revisit music they have previously listened to in Nursery; what do they remember? What do they like or dislike? <u>Debussy The snow is dancing</u></p> <p>Take on the role of animals from fiction or non-fiction books in their play.</p> <p>Take part in a group 'hot-seating' activity to find out more about a character.</p> <p>Learn the rhymes/songs <i>Have you ever seen a polar bear, Polar bear, Polar bear what do you hear?</i></p> <p>Innovate songs and rhymes to include</p>	<p>Essential 2: 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.</p> <p>Listen to and watch African music and dancing with a focus on drumming and body percussion.</p> <p>Move to African music and drumming using different body parts to match the beat and</p>	<p>Essential 2: Learn a variety of songs, poems & rhymes linked to text and theme: <u>'There is a tiny caterpillar song', Out of the Ark Minibeast songs</u></p> <p>Make up and perform a dance using music inspired by minibeast/insects: <u>Flight of the bumblebee by Rachmaninoff</u> or the <u>Butterfly waltz by Charles Janon.</u></p> <p>Use scarves and fabric as part of movement to music.</p> <p>Retell/act out familiar stories using role play/stick puppets.</p>	<p>Essential 2: Listen to and discuss natural sounds; waves crashing on the shore, tides, whale song.</p> <p>Act out familiar texts using a story maps/zig zag books.</p> <p>Vocabulary: 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 in English & other home languages.</p> <p>Listen and dance to St George and the Dragon by Alex & Ivana Nikolic.</p> <p>Begin to explore & engage in music making & dance.</p> <p>Play instruments to accompany songs & 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 & 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 The Hen, Prokofiev Peter & 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>Vocabulary: instruments, song, music, beat, rhythm, loud, quiet, faster, slower, fast, slow</p>	<p>rhythm of the music.</p> <p>Vocabulary: song, beat, rhythm, fast, faster, slow, slower, loud, louder, quiet, quieter, Africa, same, different</p>	<p>Vocabulary: song, rhythm, beat, loud, louder, quiet, quieter, speed, move, dance, dance move, sequence, order, listen, tell, story</p>	
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Reception Essential knowledge across the curriculum

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

<p>Computing</p> 	<p>Through all areas of the curriculum, children will experience and develop their skills of using:</p> <p>Interactive White board</p> <p>Ipads</p> <p>Beebots</p> <p>Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level.</p>					
<p>Examples of yearly themes/Events</p> <p>Cultural capital</p>	<p>Welcome Service</p> <p>Macmillan Coffee morning</p>	<p>All Saint's Day</p> <p>Bonfire Night</p> <p>Diwali</p> <p>Hanukah</p> <p>Advent</p> <p>Christmas</p> <p>World Nursery</p> <p>Rhyme Week</p> <p>A trip out of school</p> <p>Autumn Walk</p>	<p>Shrove Tuesday</p> <p>Ash Wednesday</p> <p>Mother's Day</p> <p>Winter walk</p>	<p>World Book Day</p> <p>Easter</p> <p>World Maths Day</p> <p>Science week</p>	<p>Ascension</p> <p>Pentecost</p>	<p>Tourette's awareness day</p> <p>Sports day</p> <p>Transition</p> <p>EYFS end of year celebration</p> <p>End of year trip</p>