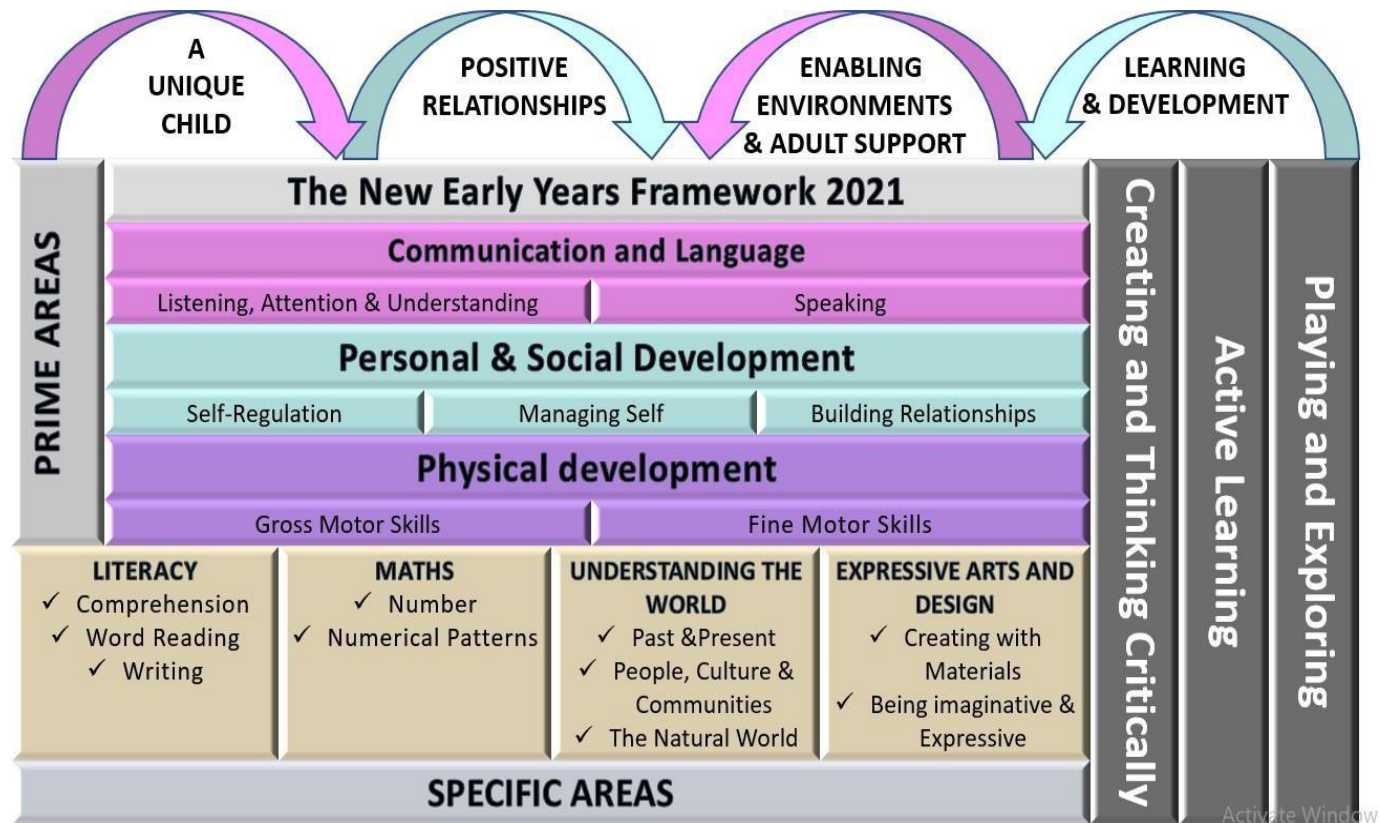


St Monica's Reception Curriculum



“Our mission statement commits us to the development of the whole child and to provide a learning environment in which they can reach their full potential, as children of God. We are committed to working with parents to this end.”

St Monica's EYFS Policy



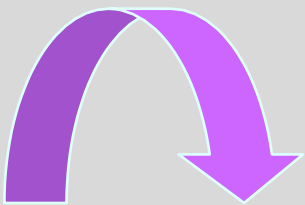
“Every day we get opportunities to develop our skills and talents and let our light shine. Every day is filled with new experiences and moments of wonder.” Allanah and Georgia, Year 6

Key Texts and Themes for the Year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me	Amazing Animals	Travel and Space	Pirates	Seaside	Dinosaurs
Key Text	<p>The Gingerbread Man</p> 	<p>I'm Going to Eat This Ant</p> 	<p>The Naughty Bus</p> 	<p>The Pirates are Coming</p> 	<p>Clem and Crab</p> 	<p>Romeosaurus and Juliet Rex</p> 
Linked Texts	<p>Rosie's Walk by Pat Hutchins A Great Big Cuddle by Michael Rosen Biscuit Bear by Mini Grey</p>	<p>Flashlight by Lizi Boyd Guess who's in the trees/grass/sand by Camilla Bedoyere</p>	<p>On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the Bus by Patricia Cleveland Peck The train ride by June Crebbin</p>	<p>The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow How I became a Pirate by Melinda Long Commotion in the Ocean by Giles Andreae</p>	<p>Seaside and Sea Sound poems by Shirley Hughes One is a Snail, Ten is a Crab by April Sayre and Jeff Sayre</p>	<p>Harry and the Bucketful of Dinosaurs Katie and the Dinosaurs The Girl and the Dinosaur My Small World: Dinosaurs Tyrannosaurus Drip</p>
Linked rhymes and songs	<p>Heads, Shoulders, Knees and Toes</p>	<p>5 Little Peas</p>	<p>10 Little Speckled Frogs 5 Little Aliens</p>	<p>When I was One</p>	<p>Once I Caught a Fish Alive</p>	<p>Four Seasons Happen in a Year</p>



COEL



Overarching
principles

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking Weaved throughout the whole of the EYFS curriculum

Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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

Listening, Attention and Understanding

- Understand a question or instruction that has two parts
⇒ Linked to: □ Daily routines □ Activities – AL and CI
- Understand how to listen carefully and why listening is important
⇒ One-to-one / small groups / whole class
- Learn new vocabulary
⇒ Linked to: □ daily routine □ themes □ key knowledge
- Listen carefully to rhymes and songs and **begin to** pay attention to how they sound
⇒ Learn rhymes, songs & poems
⇒ Anticipate words, begin to adapt phrases (*with support*)
- Listen to stories and **begin to** be active participants
⇒ □ Join in with repeated refrains □ Fill in rhyming words
□ Answer a range of questions with relevant comments □ Ask questions to develop understanding □ Talk about likes / dislikes □ Discuss characters, events, setting ...
character, happened

Speaking

- Use new vocabulary throughout the day within a range of contexts / develop use of social phrases
- Begin to** ask questions to find out more and develop understanding
- Begin to** articulate their ideas and thoughts in well-formed sentence
⇒ Express □ Ideas to practitioners / friends □ Within book talk
- Begin to** connect one idea or action to another using a range of connectives... *because, although, but...*
- Begin to** describe events in some detail, showing awareness of the listener
- Begin to** retell a simple story using some story language

Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
⇒ Listen to others and join in conversation, turn taking
- Listen carefully to and learn rhymes, poems and songs
- Listen to and talk about stories to build familiarity and understanding
⇒ Engage in conversation about main characters / events
⇒ Link story events to own experiences / other texts
⇒ Discuss feelings and actions of main characters
- Begin to** listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary
⇒ Books linked to key themes
⇒ Begin to name book parts / content – *front / back cover, contents page / fact / real*
- Begin to** understand humour *e.g., nonsense rhymes / jokes*

Speaking

- Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence
- Answer and ask questions to develop understanding
⇒ *Who? What? Where? When? Why?*
- Articulate ideas & thoughts in well-formed sentences
⇒ Using new vocabulary and correct tenses
- Connect one idea or action to another using a range of connectives ... *because, although, but, also, first, next, after ...*
- Describe events in some detail
⇒ Use sequencing vocabulary – *first, next, after ...*
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
⇒ Introduction of some problem-solving words – *I think ... We could ...*
- Retell a simple story using story language / own words

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions: □ fiction texts □ non-fiction texts
- Make comments about what they have heard and ask questions to clarify their understanding
⇒ Use a range of question starters and use full sentences
- Hold conversation when engaged in back-and-forth exchanges with teacher and peers
⇒ Showing awareness of the listener – (i) turn taking (ii) depth of information required
- Understand humour more readily *e.g., nonsense rhymes/jokes*
⇒ **Begin to** discuss likes / dislikes / reasons

Speaking

- Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary
⇒ Speak with confidence using: □ full sentences □ range of connectives □ tenses
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
⇒ Active prior knowledge to speak with confidence and articulate ideas / thoughts
- Express ideas and feelings about experiences
⇒ Listen to others
⇒ Participate in purposeful conversation

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
Gross Motor Skills <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i> <ul style="list-style-type: none"> ⇒ Move with good control and balance, working off the balls of the feet ⇒ Jump with good take-off and height Begin to develop overall body-strength, balance, co-ordination and agility. <ul style="list-style-type: none"> ⇒ Use above actions, within obstacle courses ... <i>balance, obstacle</i> ⇒ Set own physical challenge ... <i>challenge, goal</i> ⇒ Balance on one foot with minimal wobble ⇒ Land from a jump quietly and with balance Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i> Begin to combine different movements with ease and fluency <ul style="list-style-type: none"> ⇒ See above obstacle course ⇒ Change movements / directions quickly Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group <ul style="list-style-type: none"> ⇒ Understand rules and reasons Further develop and refine a range of ball skills including: <i>throwing, catching, kicking</i> <ul style="list-style-type: none"> ⇒ Use different sizes / types of balls – in pairs Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene Fine Motor Skills <ul style="list-style-type: none"> <i>Use a comfortable grip with good control when holding utensils</i> <ul style="list-style-type: none"> ⇒ Consolidate tripod grip Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons <ul style="list-style-type: none"> ⇒ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i> 	Gross Motor Skills <ul style="list-style-type: none"> Continue to refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping – running - hopping - skipping – climbing</i> <ul style="list-style-type: none"> ⇒ Move smoothly with minimal wobble Begin to progress towards a more fluent style of moving, with developing control and grace <ul style="list-style-type: none"> ⇒ Develop overall body-strength, balance, co-ordination and agility. ⇒ Maintain dynamic balance on a line, with head up ⇒ Balance in stance with feet forwards, minimal wobble Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Further develop and refine a range of ball skills <u>including</u>: <i>passing, batting and aiming</i> <ul style="list-style-type: none"> ⇒ Maintain control of a ball, moving it in both directions with control and fluency Fine Motor Skills <ul style="list-style-type: none"> Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Begin to develop the foundations of handwriting <u>style</u> which is fast, accurate and efficient, consolidating: <ul style="list-style-type: none"> ⇒ Effective pencil grip ⇒ Correct letter formation (see Writing) 	Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others <ul style="list-style-type: none"> ⇒ Can get into a good position to receive a ball, and collect it safely ⇒ Can start and stop quickly when moving to catch a ball Demonstrate strength, balance and coordination when playing <ul style="list-style-type: none"> ⇒ Can send a ball with good accuracy and weight ⇒ Can catch a ball consistently ⇒ Balance with control when changing position Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.

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

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Self-Regulation

- **Begin to** express feelings and consider the feelings of others
 - ⇒ Identify and name emotions ... *emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited*
 - ⇒ Link book character's emotion to own experiences ... *expression, mood, feeling/emotion*
- **Begin to** set own goals and show resilience and perseverance in the face of challenge
 - ⇒ Set a shared goal with a friend
- **Begin to** identify and moderate own feelings socially and emotionally
 - ⇒ Focus on □ keeping *calm* □ being *patient* □ waiting for a turn □ *sharing* □ tidying up after themselves

Managing Self

- Manage own self-care needs ... *fasten*
 - ⇒ Independent use of □ coats □ shoes
- **Develop confidence** to try new activities and show independence
 - ⇒ Access all types of enhancements (indoors & outdoors)
- Know and **begin to** talk about the different factors that support their overall health and wellbeing:
 - ⇒ Toothbrushing – importance and how ... *clean, decay*
 - ⇒ Talk about importance of daily exercise, healthy eating, sleep routines, and personal hygiene.

Building Relationships

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

Self-Regulation

- Express feelings and consider the feelings of others
- Set own goals and show resilience and perseverance in the face of challenge
- Identify and moderate own feelings socially and emotionally
- Think about the perspectives of others, how their behaviour affects others
- Understand how feelings can affect actions, and that actions have consequences

Managing Self

- Manage own self-care needs... *fasten*
 - ⇒ Independent use of □ coats □ shoes □ zips □ buttons
- Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian

Building Relationships

- See self as a valuable individual
 - ⇒ The importance of 'special people' they can trust
 - ⇒ We should love other people the same way God loves us

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
 - ⇒ That wants and needs are different
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
 - ⇒ Safe and unsafe situations outdoors, including being a safe pedestrian
 - ⇒ First aid, emergency services and safety with medicines

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.
- **Continue to** see self as a valuable individual



Religious Education

The Vine and the Branches
The Way, The Truth and The Life

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
God's World	God's Family	Getting to Know Jesus	Joy and Sorrow	New Life	Church Family
<ul style="list-style-type: none">• I know that God loves and cares for each one of us.• I can talk about the things God created for us.• I know that God has asked us to care for the world and I can think of ways in which I can help to do it.• I know that God made each one of us different and special.	<ul style="list-style-type: none">• Know that God made us to be part of his family.• Know that God made all the people in the world to be part of his family• Know that God made us to know and love him.• Know that we show our love for God by helping one another.• Know that God has given them gifts so that they can show his love to others.	<ul style="list-style-type: none">• Know that Jesus loves each one of us.• Think of ways I can show my love for Jesus.• Talk about stories of Jesus curing people who were ill.• Think of ways I can show my love for people who are ill.• Talk about the story of the wedding at Cana.	<ul style="list-style-type: none">• Ask Jesus to help us to be kind to each other.• Know we sometimes forget to be kind.• Know Jesus forgave those who hurt him and that we can do the same.	<ul style="list-style-type: none">• Hear the story of how Jesus came alive again on Easter Day and met Mary Magdalene at the tomb.• Start to understand that people act in a particular way because of their beliefs.• Know that we pass on the Good News because we believe in Jesus.• Learn about how Jesus' surprise visit changed the disciples.	<ul style="list-style-type: none">• I can tell you that the Church is called God's Family.• I am quiet and prayerful when I walk into Church.• I can genuflect to show respect for Jesus' presence in the tabernacle.• I can talk about some of the people who help look after our Church.• I can tell you that people go to Church on a Sunday.

Personal, Social, Relationships and Health Education

Life to the Full Plus

Rules and Responsibilities	Me, My Body, My Health	Emotional Wellbeing	Personal Relationships & Life Online	Life Cycles & Keeping Safe	Living in the Wider World
<p>How people and other living things have different needs; about the responsibilities of caring for them.</p> <p>About things they can do to help look after their environment.</p> <p>About what rules are, why they are needed, and why different rules are needed for different situations.</p>	<p>We are created individually by God as part of His creation plan</p> <p>We are each unique, with individual gifts, talents and skills.</p> <p>That their bodies are good and made by God</p> <p>The names of the parts of the body</p> <p>That our bodies are good and we need to look after them</p> <p>What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene</p>	<p>We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>Simple strategies for understanding and managing feelings</p> <p>How feelings can affect actions, and that actions have consequences</p> <p>We can say sorry and forgive like Jesus</p>	<p>We should love other people in the same way God loves us</p> <p>The importance of being close to and trusting 'special people'; and telling them when something is troubling them</p> <p>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</p> <p>To recognise when they have been unkind, or people are being unkind to them, and how to respond</p> <p>That the internet helps us in lots of ways and connects us to others.</p>	<p>That there are natural life stages from birth to death, and what these are</p> <p>Change is a part of growing up</p> <p>About safe and unsafe situations online.</p> <p>About safe and unsafe situations outdoors and indoors.</p> <p>That they are entitled to bodily privacy</p> <p>That they can and should be open with 'special people' they trust</p> <p>Medicines should only be taken when a parent or doctor gives them to us.</p> <p>That in an emergency, they (or an adult) should call 999 and ask for ambulance, fire and the police.</p>	<p>That God is love: Father, Son and Holy Spirit</p> <p>What a community is, and that God calls us to live in community with one another</p> <p>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</p> <p>That God has given us all strengths, gifts and talents to do His work</p> <p>About strengths and interests needed to do different jobs</p> <p>That money helps us buy things.</p> <p>That wants and needs are different.</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. - Recall key events ... <i>event</i> - Talk about main characters... <i>character, beginning, middle, end</i> Understand the five key concepts about print, with a focus on - Left to right - 1-1 correspondence ... <i>word, letter, first / last</i> Continue to develop P1 phonological awareness, focusing on - Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i> Begin to read a few common exception words taught so far: <i>the, I, is</i> Read individual letters by saying the sounds for them. Begin to secure Ph2 phonics taught so far: <i>sat pin md go ck cke ur hb fl</i> 	<ul style="list-style-type: none"> Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Read individual letters by saying the sounds for them Secure Ph2 phonics from Au1 plus <i>ff ss ll j v w x y z zz qu ch sh th ng nk</i> ... <i>phoneme, grapheme, alphabet</i> Blend sounds into words, so that they can read short words made up of known GPCs □ VC words □ CVC words Begin to read simple phrases / sentences - Apply Ph2 GPCs Begin to read a few common exception words taught so far <i>as and has his her go no to into she he of we me be</i> ... <i>tricky words</i> Read Phase 2 Set 1, 2 and 3 books matched to phonic knowledge 	<ul style="list-style-type: none"> Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play... <i>fiction, non-fiction, set</i> - Retell story in small world / role play (in correct sequence) ... <i>beginning, middle, end</i> - Take on role of character using some story language - Talk about likes and dislikes of texts, rhymes and poems - Choose a book and begin to explain why ... <i>because</i> Say the sound for: - Each letter of the alphabet - Consonant digraphs - Some vowel digraphs <i>ai ee igh oa oo oo ar or ur ow oi ear air er</i> ... <i>digraph</i> Read Phase 2 Set 4 and 5 books matched to phonic knowledge 	<ul style="list-style-type: none"> Begin to anticipate - where appropriate - some key events in stories ... <i>predict / prediction</i> Begin to read words consistent with their phonic knowledge - Ph2 and Ph3 - CVC words Say the sound for: - All vowel digraphs learned <i>ai ee igh oa oo oo ar or ur ow oi ear air er</i> Read some common exception words matched to the school's phonic programme <i>was you they my by all are sure pure</i> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Read simple phrases/sentences Read Phase 3 Set 1 books matched to phonic knowledge 	<ul style="list-style-type: none"> Begin to notice some relationships between one text and another Begin to comment on perceived links with own life experience or other experiences, e.g. films, books Secure Ph3... <i>trigraph</i> Begin to read consonant blends in CVCC and CCVC words with short vowels Read words consistent with their phonic knowledge by sound-blending- Ph2, Ph3 and beginning Ph4 Read Phase 3 Set 2 books Read some common exception words <i>said so have like some come love do were here little says there when what one out today</i> (plus see Autumn/Spring words) 	<p>Comprehension ELG:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>★ By end of Reception, read Phase 4 Set 1 books, reading some words automatically.</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Write some or all of their name, using a name card • Write some letters accurately • Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... <i>spell</i> Use □ initial sounds □ VC □ CVC words - Write labels 	<ul style="list-style-type: none"> • Write name correctly - Use correct letter formation • Use some of their print and letter knowledge in their early writing • Begin to form lower-case letters correctly • Begin to write lists & captions, focusing on ...<i>label, caption, space</i> - Oral rehearsal / vocabulary - Begin to reread what they have written 	<ul style="list-style-type: none"> • Form many lowercase and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words • Write captions/phrases and begin to write short sentences using known GPCs ...<i>sentence, full stop, capital letter</i> - Orally rehearse caption or sentence before writing • Re-read what they have written to make sure it makes sense 	<ul style="list-style-type: none"> • Begin to write a variety of - fiction and non-fiction sentences / captions • Include word spacing when writing short sentences • Form most lowercase and capital letters correctly • Re-read what they have written to make sure it makes sense 	<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others Including: - oral rehearsal of sentence before writing - word spacing - full stop - capital letter • Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs • Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing 	Writing ELGs: <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Subitising</u> <ul style="list-style-type: none">Subitising within 3Subitising objects and sounds <u>Counting, ordinality and cardinality</u> <ul style="list-style-type: none">Counting skills- objectsThe ‘fiveness of five’ <u>Composition</u> <ul style="list-style-type: none">Explore how all numbers are made up of 1sComposition of 3 and 4 <u>Comparison</u> <ul style="list-style-type: none">Comparison of sets by lookingComparison of sets by matchingUsing ‘more than’, ‘fewer than’, ‘an equal number’ to compare <u>Talk about measure and pattern</u> <ul style="list-style-type: none">Compare sizeCompare massCompare capacityExplore simple patternsCopy, continue and create simple patterns	<u>Counting, ordinality and cardinality</u> <ul style="list-style-type: none">Practice object counting skillsMatching numerals to quantities within 10Verbally counting beyond 20Ordinality and the ‘staircase pattern’See that each number is one more than the previous number <u>Subitising</u> <ul style="list-style-type: none">Subitise within 5Match numerals to quantities within 5 <u>Composition</u> <ul style="list-style-type: none">Explore the concept of ‘whole’ and ‘part’Composition of 3, 4, 5 <u>Circles and triangles</u> <ul style="list-style-type: none">Identify and name circles and trianglesCompare circles and trianglesShapes in the environmentDescribe position <u>Shapes with 4 sides</u> <ul style="list-style-type: none">Identify and name shapes with 4 sidesCombine shapes with 4 sidesShapes in the environmentMy day and night	<u>Counting, ordinality and cardinality</u> <ul style="list-style-type: none">‘The staircase pattern’ and ordering numbers <u>Composition</u> <ul style="list-style-type: none">Composition of 6 and 7 as ‘5 and a bit’Compare sets and use language of comparison ‘more than’, ‘fewer than’, ‘an equal number to’Make unequal sets equalComposition of 7Doubles- how some numbers can be made with 2 equal parts <u>Comparison</u> <ul style="list-style-type: none">Ordering numbers to 8Using language of ‘less than’ <u>Mass and capacity</u> <ul style="list-style-type: none">Compare massFind a balanceExplore capacityCompare capacity	<u>Counting, ordinality and cardinality</u> <ul style="list-style-type: none">Counting larger sets and things that cannot be seen <u>Composition</u> <ul style="list-style-type: none">Sorting numbers- odd and evenComposition as ‘5 and a bit’Composition of 10 <u>Subitising</u> <ul style="list-style-type: none">Subitising to 6, including in structured arrangements <u>Length, height and time</u> <ul style="list-style-type: none">Explore lengthCompare lengthExplore heightCompare heightTalk about timeOrder and sequence time	<u>Comparison</u> <ul style="list-style-type: none">Comparison linked to ordinalityPlaying track games <u>Review</u> <ul style="list-style-type: none">Subitising to 5, introducing the rekenrekAutomatic recall of bonds to 5Composition of numbers to 10ComparisonNumber patternsCounting skills <u>Exploring 3D shapes</u> <ul style="list-style-type: none">Recognise and name 3D shapesFind 2-D shapes within 3-D shapesUse 3-D shapes for tasks3-D shapes in the environmentIdentify more complex patternsCopy and continue patternsPatterns in the environment	<u>Number ELG: Subitise</u> (recognise quantities without counting) up to 5 <u>Number ELG:</u> Automatically recall <u>number bonds</u> up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Number ELG:</u> Have a deep understanding of number to 10, including the <u>composition</u> of each number <u>Numerical patterns ELG: Compare quantities</u> up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity <u>Numerical patterns ELG:</u> Explore and represent <u>patterns within numbers</u> up to 10, including evens and odds, double facts and how quantities can be distributed equally. <u>Numerical patterns ELG: Verbally count beyond 20</u> , recognising the pattern of the counting system <u>Manipulate, compose and decompose</u> <ul style="list-style-type: none">Select shapes for a purposeRotate shapesManipulate shapesExplain shape arrangementsCompose shapesDecompose shapesCopy 2-D shape picturesFind 2-D shapes within 3-D shapes <u>Visualise, build and map</u> <ul style="list-style-type: none">Replicate and build scenes and constructionsVisualise from different positionsDescribe positionsGive instructions to buildExplore mapping



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Amazing Animals	Travel and Space	Pirates	Seaside	Dinosaurs
<p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> Commenting on photos of their family, naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families, through stories <p>Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> Talking about occupations and how to identify strangers that can help them when they are in need. Have a visit from a nurse, doctor, firefighter and/or police officer. Discuss the food production cycle linking with Harvest celebrations, looking at the jobs that make this work <p>Draw information from a simple map.</p> <ul style="list-style-type: none"> Navigating around our classroom and outdoor areas. Mapping our school and locality- Stockton Heath and Appleton, understanding that they are within Warrington. Looking at aerial view and common symbols. <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <ul style="list-style-type: none"> Programme a Beebot to move forwards, backwards, left and right. <p>Explore and describe the school grounds using senses</p> <p>Understand the effect of changing seasons on the weather, daylight hours, trees and leaves- Summer into Autumn</p>	<p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> Look at baby photos- how have we changed? Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. <p>Understand that some places are special to members of their community.</p> <ul style="list-style-type: none"> Learn about places of worship in the community Talk about Remembrance Day, two minute silence, war memorials and why they are special <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> Learning about celebrations from other religions and cultures- Diwali. Read stories and share experiences of Bonfire Night, remembering how to stay safe <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand the effect of changing seasons on the weather, daylight hours, trees and leaves, animals such as birds and squirrels- Autumn into Winter</p> <p>Make observations and draw pictures of animals</p> <ul style="list-style-type: none"> Nocturnal Animals Making sense of different environments and habitats Introduce vocabulary 'extinct' and 'endangered'. What can we do here to take care of animals in different habitats? Compare animals from a jungle to those on a farm. Explore a range of animals. Learn their names and label their body parts. 	<p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <ul style="list-style-type: none"> Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Learn about the UK's four countries and capital cities. Look at Warrington's relative location to these. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Introduce children to different occupations and how they use transport to help them in their jobs. <p>Understand some important processes and changes in the natural world around them</p> <ul style="list-style-type: none"> Introduction to the Moon- what is it made of, how does it move, why does it look different sometimes, what shape is it? Understand the effect of changing seasons on the weather, daylight hours, trees and leaves, animals such as hedgehogs and badgers- Winter Use iPads safely and respectfully. 	<p>P&P ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> What was life like as a pirate? <p>PCC ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <ul style="list-style-type: none"> Hear from someone who has lived in another country, discuss similarities and differences to life in the UK. Name some other countries, and begin to know that countries are grouped into continents. <p>TNW ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> Looking at a globe and world map, talking about countries visited and where hot/cold parts of the world might be. Understand the typical weather patterns and climate of the UK, including the seasons. 	<p>P&P ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> Looking at seashores long ago, how were they different/the same? How did holidays differ? Look at clothes from 19th and 20th century holidays and compare to present day clothing. What toys did children have? What did they do for fun at the seaside? <p>PCC ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</p> <ul style="list-style-type: none"> Talk about their homes and what there is to do near their homes? Looking at features of our locality, Appleton and Warrington. Introduce concept of manmade and natural, human and physical. <p>TNW ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Observing, taking photographs and drawing various plants and minibeasts. Labelling basic parts. Talk about what plants and animals need to survive. Use laptops with adult support, using a trackpad and keyboard to play simple games. 	<p>P&P ELG: Talk about the lives of the people around them and their roles in society;</p> <ul style="list-style-type: none"> Learn about paleontologists, archaeologists and museum workers as occupations. Introduce Mary Anning as the first female to find a fossil. <p>P&P ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. <p>PCC ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> Learn about Judaism, similarities and differences, cultural and religious customs and key festivals/celebrations. <p>TNW ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <ul style="list-style-type: none"> Exploring materials to make a boat out of, thinking about waterproof, floating and sinking, heavy and light To test materials to compare their properties Think about the changes over the seasons this year, from Autumn through to Summer, including daylight, weather, plants and animals. Remember how to stay safe in the sun.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Art and Design Drawing- Marvellous Marks</p> <p>Exploring making marks with wax crayons, felt tips, pencils and chalks. Investigating the marks and patterns made by different textures.</p> <p>Making controlled large and small movements. Comparing different ways of making marks and drawing. To create a simple observational drawing.</p> <p>To use a variety of colours and materials to create a self-portrait.</p> <p>Expressing their own self-image through art.</p> <p>Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (e.g. sausages, balls, thumb pot).</p> <p>Take rubbings from objects such as tree bark.</p>	<p>Art and Design Painting and mixed media- Painting my world</p> <p>To explore paint through finger painting.</p> <p>To describe the texture and colours as they paint.</p> <p>To talk about their work and decide whether it is abstract or figurative.</p> <p>To create natural paintbrushes using found objects, using these and mud paint to create artwork.</p> <p>To respond to music through the medium of paint.</p> <p>To use paint to express ideas and feelings.</p> <p>To make child-led collages using mixed media.</p> <p>To use loose parts to create a piece of transient art.</p> <p>To create landscape collages inspired by the work of Megan Coyle.</p> <p>To create a large piece of group artwork based around fireworks.</p> <p>To experiment with colour, design and painting techniques.</p>	<p>Design Technology Structures- Junk Modelling</p> <p>Revisit and extend skills such as cutting, folding, tearing, joining, stacking, re-shaping and techniques such as papier mâché</p> <p>Explore a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, pine cones) and different types of glue (e.g. PVA, glue sticks, flour & water)</p> <p>Participate in small and large scale projects (indoors & outdoors), including some collaborative experiences - sharing ideas, resources and skills</p> <p>To develop scissor skills.</p> <p>To investigate cutting different materials.</p> <p>To learn how to plan and select the correct resources needed to make a model.</p> <p>To share a finished model and talk about the processes in its creation.</p>	<p>Design Technology Textiles- Bookmarks</p> <p>To develop threading and weaving skills</p> <p>To practice and apply threading and weaving skills to specific materials e.g hessian, wool, ribbon, paper</p> <p>To use threading and sewing to design a bookmark</p> <p>To use threading, knotting and wrapping skills to create models with natural resources e.g twigs, string</p>	<p>Art and Design Sculpture and 3D- Creation station</p> <p>Make clay/playdough models with a purpose and with increasing skill (e.g. shaping, moulding or combining pieces)</p> <p>For instance, with a systematic approach - begin with a body, add a head, legs and a tail to make a dog.</p> <p>Take inspiration from ancient animal figurines e.g Mayan, prehistoric.</p> <p>To create natural 3D landscape pictures using a wide range of loose parts and materials, making simple forms and applying simple decorative features where wanted.</p>	<p>Design Technology Structures- Boats</p> <p>To explore properties of materials and make careful choices to construct a boat</p> <p>To use previous modelling and 3D construction skills to design and make a boat</p>
<p>Music Exploring Sound</p> <p>To explore using voices and body percussion to make a variety of sounds.</p> <p>To explore the sounds of different instruments.</p> <p>To identify sounds in the environment and differentiate between them.</p> <p>To use voices to imitate nature sounds.</p>	<p>Music Nativity Songs and Dances</p> <p>To suggest appropriate actions to match song lyrics</p> <p>To sing and move to Christmas songs</p> <p>Sing in a group, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing in groups.</p>	<p>Music Music and Movement</p> <p>To explore beat through body movement</p> <p>To express feelings and emotions through movement to music</p> <p>To explore pitch and tempo through scarf dancing and body movement</p> <p>To perform action songs to a small audience.</p>		<p>Music Big Band</p> <p>To discuss what makes a musical instrument</p> <p>To use recyclable materials to create a simple representation of a musical instrument</p> <p>To learn what an orchestra is</p> <p>To learn about the four different groups of musical instruments</p> <p>To copy and follow a beat, using an untuned instrument</p> <p>To experiment with playing tuned and untuned instruments</p> <p>To play in time to familiar songs</p> <p>To choose appropriate instruments to represent different parts of a song.</p> <p>To perform a practised song to a small audience.</p>	

Early Learning Goals – end of year judgements

C&L	PSED	PD	Literacy	Maths	UTW	EA&D
<p>Listening, Attention and Understanding ELG E01 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking ELG E02 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Self-Regulation ELG E03 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG E04 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships ELG E05 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 	<p>Gross Motor Skills ELG E06 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills ELG E07 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 	<p>Comprehension ELG E08 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG E09 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing ELG E10 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<p>Number ELG E11 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns ELG E12 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Past and Present ELG E13 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Talk about the lives of the people around them and their roles in society; <p>People Culture and Communities ELG E14 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; <p>The Natural World ELG E15 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Creating with Materials ELG E16 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used; • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive ELG E17 Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. • Sing a range of well-known nursery rhymes and songs; • Invent, adapt and recount narratives and stories with peers and their teacher;