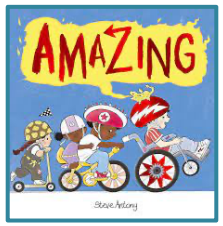
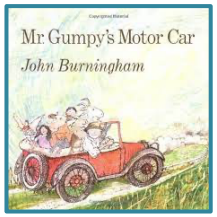
Every Child a Confident Learner

Reception Curriculum

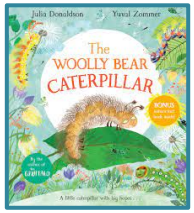
New EYFS Framework 2021

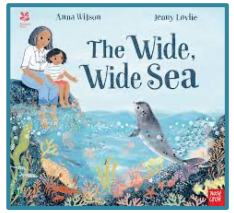


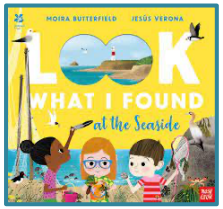










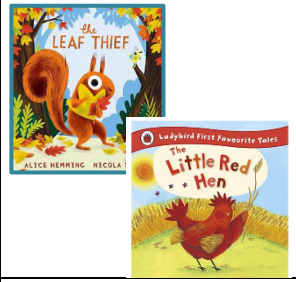
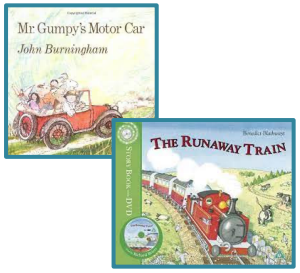
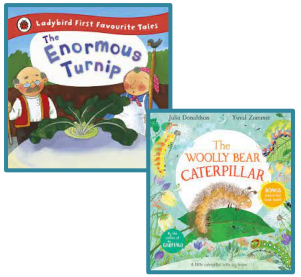


Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

EYFS: Reception — Sequenced Curriculum

Age Related Expectations ** Teaching and learning to be adapted through short term planning, driven by assessment*

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS Theme	Marvellous Me	Autumn/Celebrations	Transport	Animals	Down in the Garden	Water
Planning around a quality text: *To be chosen following children's interests.*						
Linked texts Fiction Non-fiction Traditional tales	▪ My hair ▪ Happy in our skin ▪ What happened to you? ▪ Mama zooms ▪ Superpower like mine ▪ Susan laughs ▪ The great big book of families ▪ Peepo ▪ The Friendship Bench	▪ Autumn ▪ Owls in the night ▪ After the storm ▪ Autumn is here ▪ What's inside? ▪ Tidy ▪ A little bit worried	▪ The boy who sailed the world ▪ Emma Jane's Aeroplane ▪ Martha Maps it Out ▪ Marvellous Moon Map ▪ The Hundred Decker Bus ▪	▪ Walking through the jungle ▪ Never tickle a tiger ▪ "Slowly, slowly, slowly," said the Sloth ▪ The mixed up chameleon ▪ Lions – National Geographic ▪ Chimpanzees – Big Cat ▪ Elephants – National Geographic ▪ A Zebra's Day – National Geographic ▪ The Storm Whale in Winter	▪ The extraordinary gardener ▪ Peep inside a beehive ▪ Christopher's Caterpillar ▪ Bird Builds a Nest ▪ Bee: Nature's tiny miracle ▪ The Girl who Planted Trees ▪ Errol's Garden ▪ Seed to Plant – National Geographic	▪ The storm whale ▪ What the ladybird heard at the seaside ▪ Jabari jumps ▪ Look inside seas and oceans ▪ Splash, Anna Hibiscus! ▪ The water cycle at work ▪ Lucy and Tom at the Seaside ▪ Somebody Swallowed Stanley
Linked rhymes / songs *(See also EAD)*	▪ 10 little fingers ▪ 10 little dragons ▪ 5 green dragons ▪ The forest song (CBeebies) ▪ Heads, Shoulder / Urdu ▪ Jack be nimble	▪ Happy Birthday in different languages ▪ Wee Willie Winkle	▪ The Wheels on the Train ▪ The Wheels on the Bike ▪ Aeroplanes in the Sky ▪ This is the way we cross the road	▪ Down in the jungle ▪ Look at the sneaky crocodile ▪ Adapt Old MacDonald	▪ The gardener plants a seed ▪ Planting time ▪ Egg caterpillar, pupa, butterfly	▪ The big ship sails on the ally-ally-oh ▪ Into the sea song ▪ Polly Put the Kettle on
Linked poetry	▪ Something about me by Yolen, Fusek Peters and Dunbar ▪ Oh, dear by Michael Rosen	▪ The squirrel by Emily Dickinson ▪ Birthday candles by Little Dazzy Donuts	▪ We're driving in our car by BBC Schools Radio ▪ From a railway carriage by Robert Stevenson	▪ The jungle song by Flutterfly Inspirations ▪ My koala's not a doctor by Kenn Nesbit	▪ Five garden snails by Early Learning HQ	▪ Sea fever by John Masefield ▪ Beyond the sea by Thomas Love Peacock
Trips / Visitors / Enrichments	○	○ Diwali ○ Harvest festival ○ Hanukah ○ Christmas	○	○ Farm visit ○ Eid ○ Easter	○	○ Visits to KS1 classes and playground
Celebrations / Festivals / Special events	○ Birthdays ○ Grandparents Day (3rd October)	○ Diwali ○ Harvest festival	○ Hannukah ○ Christmas	○ Easter	○ Eid	○ Transition

School vision and values

"Every child a confident learner."





Seven key features of effective practice … *to be embedded through all areas of learning … creating powerful learners and thinkers*

The best for every child	High-quality care	The curriculum	Pedagogy
All children have the right to high-quality early education. It is especially important for children from disadvantaged backgrounds. • When they start school, children from disadvantaged backgrounds are, on average, four months behind their peers. We narrow that gap through quality first teaching, quality interactions, direct instruction, play-based learning, Colourful Semantics, WELLCOMM and strategies to support children with EAL or SEND. • Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care. • High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.	Children's experience must always be central to the thinking of every practitioner. All children have the right to talk and they are encouraged to talk about what is important to them. • Young children thrive when they are loved and well cared for. Staff are nurturing and use emotion coaching strategies to support children. Every practitioner enjoys spending time with young children. Staff regularly access training with a focus on high quality interactions. • Effective practitioners are responsive to children. They share attention, thrive together, avoid frustration, highlight, review progress and motivate. • Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children. Home visits, stay/play/learn sessions and visits to settings help the transition into school.	The curriculum is a progressive sequence of everything the children are intended to learn while in the Foundation Stage. • Vocabulary development and planning for language development are central to the curriculum. • The curriculum is ambitious for every child. Careful sequencing helps children to build their learning over time. • The curriculum and planning are driven by children's interests. Staff with robust knowledge of the subject and curriculum can facilitate learning in whichever workshop area the children choose to learn. • Young children do not develop in a fixed way. Staff have thorough knowledge of each individual child and their next steps in learning. • Depth in early learning is much more important than covering lots of things in a superficial way.	Children are powerful learners. Every child can make progress in their learning, with the right help. • Effective pedagogy is a mix of different approaches. Each child has a daily entitlement to direct instruction with a focus on phonics, literacy, PSE, maths and UW. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching. • Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning. • Children in the early years also learn through focus activities, when practitioners guide their learning. • A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

Assessment	Self-regulation and executive function	Partnership with parents/carers
Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. • Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. • Accurate assessment can highlight whether a child has a special educational need and needs extra help. • Before assessing children, it's a good idea to think about whether the assessments will be useful. • Assessment should not take practitioners away from the children for long periods of time. • Evidence of children's knowledge and progress is gathered through the use of Evidence Me and Wow Work folders.	Executive function includes the child's ability to hold information in mind, focus their attention, think flexibly and inhibit impulsive behaviour. • These abilities contribute to the child's growing ability to self-regulate, including concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult. • Language development is central to self-regulation. Children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead. • All adults have benefited from Dingley's Promise training with a focus on behaviours that challenge. All adults have benefited from training with a focus on emotion coaching and self-regulation.	It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. • This includes listening regularly to parents/carers and giving parents/carers clear information about their children's progress. • Class Dojo and Evidence Me are used to communicate with parents/carers and share information about their child's progress. • The help that parents give their children at home has a very significant impact on their learning. • Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most. • It is important to encourage all parents to chat, play and read with their children. Information about home learning is shared regularly via Class Dojo, including information from the Local Offer, The National Literacy Trust and The National College.

Characteristics of Effective Learning … *to be embedded through all areas of learning … creating powerful learners and thinkers*	
Playing & Exploring	▪ Realise that their actions have an effect on the world, so they want to keep repeating them. ▪ Plan and think ahead about how they will explore or play with objects ▪ Guide their own thinking and actions by talking to themselves while playing ▪ Make independent choices ▪ Do things independently that they have been previously taught ▪ Bring their own interests and fascinations into early years settings. This helps them to develop their learning ▪ Respond to new experiences that you bring to their attention
Active Learning	▪ Participate in routines, such as going to their cot or mat when they want to sleep. ▪ Begin to predict sequences because they know routines ▪ Show goal-directed behaviour ▪ Begin to correct their mistakes themselves ▪ Keep on trying when things are difficult.
Thinking and Creating Critically	▪ Take part in simple pretend play ▪ Sort materials ▪ Review their progress as they try to achieve a goal. Check how well they are doing. ▪ Solve real problems ▪ Use pretend play to think beyond the 'here and now' and to understand another perspective ▪ Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. ▪ Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

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

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

Autumn

Learning Priorities: Linked to Development Matters 2021

Listening, Attention and Understanding

- Understand a question or instruction that has two parts
  - ⇨ Daily routines e.g. tidy up time, challenges… *instruction*
- Understand and respond confidently to 'why' questions
  - ⇨ Why do you think he/she feels…?
- Understand how to listen carefully & why listening is important
  - ⇨ □ in key person or focused group □ in larger or whole class group □ when playing collaboratively
- Learn new vocabulary e.g. linked to daily routine / theme
  - ⇨ *See UW: □ Marvellous Me □ Autumn □ Celebrations*
- Begin to engage in story time *…join in, question, answer*
  - ⇨ Join in with repeated refrains / fill in rhyming words
- Listen to and begin to talk about stories to build familiarity and understanding
  - ⇨ Discuss *…characters, events, setting*
- Listen carefully to rhymes and songs and begin to pay attention to how they sound
  - ⇨ Learn rhymes, songs & poems
  - ⇨ Anticipate words, begin to innovate based on familiar language structures *(with support) …guess, rhyme*

Speaking

- Use new vocabulary throughout the day
- Begin to ask questions to find out more and to check they understand what has been said to them *…who, what, where, when*
- Begin to articulate their ideas and thoughts in well-formed sentences
  - ⇨ Express □ Ideas to friends □ Book talk
- Begin to connect one idea or action to another using a range of connectives… *and, because, or, but*
- Begin to describe events in some detail *…first, next, then*
- Develop social phrases
  - ⇨ Routines of the day … greetings, How are you?
  - ⇨ Friendship … Would you like to…?
- Begin to retell simple familiar stories
- Begin to participate in small group and one-to-one discussions

Spring

Listening, Attention and Understanding

- Understand how to listen carefully & why listening is important
  - ⇨ In a range of contexts and begin to demonstrate through responses
- Learn new vocabulary linked to daily routine / theme
  - ⇨ *See UW: □ Transport □ Water*
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers
- Listen carefully to and learn rhymes, poems and songs
- Listen to and talk about stories to build familiarity and understanding *…author, illustrator, title*
- Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary *…fiction, non-fiction, information, fact*

Speaking

- Use new vocabulary in different contexts
- Ask questions to find out more and to check they understand what has been said to them *…how, why*
- Articulate their ideas & thoughts in well-formed sentence
- Connect one idea or action to another using a range of connectives *… when, if, then*
- Describe events in some detail *…second, third, now, after, later*
  - ⇨ *(See also UW: Chronology)*
- Use talk to help work out problems, organise thinking & activities explain how things work / why things happen
- Develop and use social phrases with confidence e.g. *…Please can you help me? Please can you pass me? Excuse me.*
- Retell simple familiar stories
- Participate in small group and one-to-one discussions and begin to participate in class discussions
-

Summer

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
- Learn new vocabulary linked to daily routine / theme
  - ⇨ *See UW: □ Down in the garden □ Animals*
- 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.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
  - ⇨ Share and talk about non-fiction facts linked to focus text / theme
- 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
  - ⇨ *…so, although*

Strategies to support Communication and Language to include:

Teaching and modelling vocabulary	Teaching and modelling vocabulary	Teaching and modelling vocabulary	Teaching and modelling vocabulary	Teaching and modelling vocabulary
Repetition Naming and labelling Explaining and showing Imitation Commenting Extending Remodelling and recasting	Repetition Naming and labelling Explaining and showing Imitation Commenting Extending Remodelling and recasting	Repetition Naming and labelling Explaining and showing Imitation Commenting Extending Remodelling and recasting	Repetition Naming and labelling Explaining and showing Imitation Commenting Extending Remodelling and recasting	Repetition Naming and labelling Explaining and showing Imitation Commenting Extending Remodelling and recasting

The language of argument	The language of comparison	The language of deduction	The language of description
He / She didn't share / take turns I want to…… I like…… I don't like…… I think…… Why? I think…… What do you think? I don't think…… Why do you think this? It is…… It's not…… Yes because…… No because…… I like…… I don't like……	It is the same because… It looks the same because... It feels the same because... It tastes the same because... It sounds the same because… It is different / They are different because… It is not the same. This is……and that is……	It will……..because…… I think I will…… I think……..because…… It is……because…… It has……because…… Why do you think this is a ……..? What can you see? Why did……happen? ……happened because……	It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like…… It looks like…… It tastes like…… because…… It sounds like…… It smells like…… It is the same because…… It is different because…… As above, use This ….. looks like …… etc
The language of explanation	**The language of explanation (mathematics)**	**The language of hypothesis**	**The language of opinion**
It is…… You put…… I / He / She …… It is……..because…….. This is…… That is……because…….. The……..is…… They are / were…….. When……	I've got the ……..one It's the same/ different …….. It's the same number. They / We both have…… There is one more…… It is one less…… Another one…… I have more…… They/We have two each Altogether I have…… I think…… ……heavier…… / ……lighter……	How do you know e.g. 'The porridge is hot'? It is……..because…… I think……because…… It will……because…… The……is……..because…… What do you think? What will happen if……?	I like / don't like…… It is good/nice/beautiful It is not nice 'What do you think?' I think…… I think it will…… It will…… It will…… because…… I think…… because…… I think that…… What do you think? What will happen if……? If……?
The language of retelling	**The language of sequencing**	**The language of evaluation**	**The language of prediction**
First I…… First we…… Then…… After…… And then…… What did you do first? Then what happened? ……happened first. Next……happened. Then……happened. ……happened last. Next……and……happened. At the end……happened. ……happened in the beginning. ……happened in the middle. ……happened in the end.	First…… Next…… Then…… After that…… ……and then…… ……happened first. Next……happened. Then……happened. ……happened last. It is……because…… It is……	I made this train. "I like the way the wheels rotate" I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees" I like this because…… I made this…… I did this…… I've done this…	I think it will…… 'What do you think will happen?' It will…… The……will…… The……is going to…… This will……because…… What do you think will happen next? What will happen if……

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

Learning Priorities: Linked to Development Matters 2021

Self-Regulation

- Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries … *fair, agree, turns, together, share*
  - ⇨ Compromise and negotiate to solve problems with adult support
- Begin to express feelings and consider the feelings of others
  - ⇨ Identify and name emotions … *emotion, sad/happy, lonely, confident, pleased, frightened, angry*
  - ⇨ Link book character's emotion to own experiences … *expression, mood, feeling/emotion*
- Begin to identify and moderate own feelings socially and emotionally
  - ⇨ □ Keep *calm* □ be *patient* □ wait for a *turn* □ *share* □ tidy up after themselves
- Begin to set own goals and show resilience and perseverance in the face of challenge
  - ⇨ Set a shared goal with a friend

Managing Self

- Develop confidence to try new activities and show independence
  - ⇨ Access all types of enhancements (indoors & outdoors)
- Be aware of routines and rules and how to follow them
  - ⇨ Begin to tidy up the classroom efficiently
  - ⇨ Begin to line up / walk calmly indoors
  - ⇨ Begin to sit for school events e.g. assembly
- Manage own needs:
  - ⇨ □ toilet □ hand washing & drying etc □ put on and *fasten* coat/ jumper/shoes
- Know and begin to talk about the different factors that support their overall health and wellbeing: □ Toothbrushing – importance and how … *clean, decay, cavity* □ Importance of regular physical activity and healthy eating … *exercise, healthy / unhealthy*

Building Relationships

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

Spring

Self-Regulation

- Express feelings and consider the feelings of others …*frustrated, confused, nervous/worried, excited*
- Identify and moderate own feelings socially and emotionally
- Explain when feeling frustrated / upset and try to calm self
- Think about the perspectives of others
- Set own goals and show resilience and perseverance in the face of challenge …*goal, target, challenge*

Managing Self

- Be confident to try new activities and show independence
- Begin to understand the reasons for rules and know right from wrong and try to behave accordingly
- Tidy up the classroom efficiently
- Line up / walk calmly around school
- Sit for school events e.g. assembly
- Manage own needs
- Know and talk about the different factors that support their overall health and wellbeing: □ regular physical activity □ healthy eating□ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian … *heartbeat, fit, iPad, tablet, computer, laptop, screen, enough, too much, bedtime, routine, road safety, pedestrian*

Building Relationships

See UW: PC&C

- See self as a valuable individual
- Build constructive and respectful relationships …*friendly, special, best*
- Use social language to develop friendships see CL
- Share and take turns

Summer

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly …*disappointed, shy*
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
  - ⇨ Complete 6 key jobs (independent activities) per week
- 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
  - ⇨ Tidy up the efficiently, confidently and independently
  - ⇨ Line up / walk calmly around school
  - ⇨ Sit for a wider variety of school events
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Continue to see self as a valuable individual
- 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.

Executive function

Autumn	Spring	Summer
▪ Response inhibition □ Can wait for a longer period of time □ Can understand and follow now/next ▪ Working memory □ Can follow instructions to complete tasks (4 key jobs) ▪ Emotional control □ Can recover from a minor disappointment in a short time ▪ Flexibility □ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ▪ Sustained attention □ 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 ▪ Goal directed persistence □ Show goal-directed behaviour ▪ Metacognition □ Being to try a different way with support	▪ Response inhibition □ Wait for turn in a larger group adult-led activity ▪ Working memory □ Can follow instructions to complete tasks (6 key jobs) ▪ Emotional control □ Begin to manage their feelings with support ▪ Flexibility □ Correct mistakes themselves ▪ Sustained attention □ Hold conversations when engaged in back-and-forth exchanges with their teachers and peers ▪ Planning and prioritising □ Plan and think ahead about how they will explore or play with objects ▪ Organisation □ Independently put toys in a designated place ▪ Goal directed persistence □ Keep trying when something is difficult ▪ Metacognition □ Describe to others how they are solving a problem	▪ Response inhibition □ Able to wait for what they want and control their immediate impulses when appropriate □ Can turn take in conversation ▪ Working memory □ Use what they already know to help them complete tasks ▪ Emotional control □ Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly ▪ Flexibility □ Adapt their approach when something doesn't work ▪ Sustained attention □ Concentrate on achieving something that's important to them □ Increasingly be able to control attention and ignore distractions ▪ Task initiation □ Follow an adult direction immediately after being given, even during a preferred activity ▪ Planning and prioritising □ With support, think of options to settle a peer conflict ▪ Organisation □ Organise resources with increasing independence ▪ Goal directed persistence □ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses ▪ Metacognition □ Describe emotional states

Strategies to support Personal, Social and Emotional Development to include:

Teaching awareness of emotions and feelings	Teaching and modelling managing emotions and feelings	Teaching and modelling social communication	Teaching relationship skills	Teaching how to sustain positive relationships	Promoting self-care	Developing self-regulation and executive function
Labelling Discussing Explaining Scaffolding	Modelling Techniques to manage Reminders of techniques Scaffolding	Waiting Body positioning Mirroring Gesturing Non-verbal communication Demonstrating rules Reminders of rules	Impact of words and actions Connections Unique qualities Help-seeking Cooperation	Express needs Resolve conflicts Choose responses Collaborative Take responsibility Agency	Discussion Instructing Prompting Participating Using mistakes	Creating and navigating challenge ⇨ Reminding, memory prompts, posing problems, using increasingly complex instructions, providing opportunities, adapting, emphasising, repetition, teaching strategies Teaching self-monitoring and self-awareness ⇨ Teaching strategies, naming and labelling, making links between experiences and events, suggesting Creating a community of collaborative learners ⇨ Coordinating, signposting, questioning, being a co-player, providing a menu of strategies, refocusing, recapping Promoting physical activity Promoting talk about learning Thinking aloud, planning and sequencing, evaluating, making links, recapping, using mistakes to learn, predicting, drawing attention

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		* See also Literacy: Writing & EAD
Gross motor: ▪ Revise and refine the fundamental movement skills they have already acquired: *rolling, crawling, walking, jumping, running - hopping - skipping – climbing – ride/cycle* ▪ Develop overall body-strength, balance, co-ordination and agility *…steady* ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ Further develop and refine a range of ball skills including: *…throwing, catching, kicking, and aiming.* **Fine motor:** ▪ 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. *…mould, flatten, grip, fasten* ⇨ Cut simple curves and angled lines (one direction change) without moving the helper hand *…snip, cut, curve, line* ▪ Begin to develop foundations of handwriting ⇨ Beery pre-writing shapes: Draw a *square* ⇨ *See also Literacy: writing*	**Gross motor:** ▪ Progress towards a more fluent style of moving, with developing control and grace. ▪ Combine different movements with ease and fluency. ▪ Develop overall body strength, co-ordination, balance and agility *… bend, stretch* ▪ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball: *…bounce, pass, dribble, bat.* ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. **Fine motor:** ▪ Further develop small motor skills using a range of tools ⇨ Cut □ simple curves and angled lines (one direction change) while moving the helper hand on the paper to re-position □ cut lines with more than one direction change ▪ Develop foundations of a handwriting style which is fast, accurate and efficient ⇨ Beery pre-writing shapes: Draw □ diagonal lines □ cross with diagonal lines ⇨ *See also Literacy: writing*	**Gross motor:** ▪ Negotiate space and obstacles safely, with consideration for themselves and others ⇨ □ bike track □ running □ dancing ▪ Demonstrate strength, balance and coordination when playing ▪ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine motor:** ▪ 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. ⇨ Cut circles and increasingly complicated shapes with straight and curved lines ▪ Develop foundations of a handwriting style which is fast, accurate and efficient ⇨ Beery pre-writing shapes: Draw a triangle ⇨ *See also Literacy: writing* ▪ Begin to show accuracy and care when drawing.

Strategies to support Physical Development to include:

Promoting physical activity	Teaching the skills needed for moving and handling	Teaching the skills needed for mark-making and letter formation
Participate Repetition Combine learning opportunities Sparking or tempting Suggesting Experimenting	Explaining Narrating Repetition Reminding Commenting Reflecting Showing Breaking down and sequencing Physical support Signposting Targeting	Prepare Modelling Narrating Demonstrating Use memory prompts Commenting Repetition

	Extending Suggesting Using mistakes as teaching and learning opportunities Adapting	

Obstacle course progression:

Autumn	Spring	Summer
• Crawling under • Crawling through • Army crawling • Bum shuffling • Rolling • Rocking • Along a strip of material (simple pathways) • Different textures and surfaces • Up/down ramps (supported)	• Crawling over • Weaving in and out of cones • Spider walking • Balancing (low level, supported) • Climbing (low apparatus) • Bunny hopping	• Balancing (more challenging / sustained) • Climbing (higher or more complex routes) • Jumping (controlled take-off and landing) • Spinning • Combining movements (e.g. weave → jump → balance sequences)

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

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn

Learning Priorities: Linked to Development Matters 2021

Reading: Comprehension / Word Reading

- Begin to retell simple (familiar) stories and narratives using their own words and some recently introduced vocabulary.
  - ⇨ Recall key events
  - ⇨ Understand a basic story structure *…beginning, middle, end*
  - ⇨ Talk about main characters… *character*
- Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Understand the five key concepts about print, with a focus on
  - ⇨ Left to right / top to bottom
  - ⇨ 1:1 correspondence *… word, letter, first / last*
- Continue to develop P1 phonological awareness, focusing on
  - ⇨ Rhythm & rhyme; alliteration (initial sounds)*…phoneme*
  - ⇨ Oral blending and segmenting *… blend, segment*
- Read individual letters by saying the sounds for them
  - ⇨ Secure P2 phonics … *phoneme, grapheme, alphabet*
- Say the sound for:
  - ⇨ Most letters of the alphabet (matched to P2)
  - ⇨ Double letters □ ss □ ll □ zz □ ck □ ff
- Discriminate between capital and lower case letters *…capital letter, lower case, letter*
- Blend sounds together to read words
  - ⇨ P2/3 □ VC words □ CVC words
- Begin to read a few common exception words matched to the school's phonic programme *I, the, to, is, was, of, me, my*
- Begin to read simple phrases / sentences, applying P2/3 GPC
  - ⇨ Read guided reading books aligned to phonic knowledge

Writing:

- Write first name with correctly formed letters
- Use some of their print and letter knowledge in their early writing
- Begin to form lower-case letters correctly
- Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs *… spell*
  - ⇨ Use □ initial sounds □ VC □ CVC words
- Begin to write labels, lists & captions, focusing on *…label, caption, sentence, space*
  - ⇨ Orally rehearse before writing
  - ⇨ Begin to re-read what they have written

Spring

Reading: Comprehension / Word Reading

- Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play*…fiction, non-fiction*
- Demonstrate understanding of what has been read to them by:
  - ⇨ Retelling stories and narratives in small world / role play □ in the correct order *…beginning, middle, end* □ taking on role of character □ using some story language
  - ⇨ Talk about likes and dislikes of texts, rhymes and poems
- Begin to anticipate - where appropriate - some key events in stories …*predict / prediction*
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Continue to develop P1 phonological awareness, focusing on
  - ⇨ Oral blending and segmenting
- Say the sound for:
  - ⇨ Each letter of the alphabet
  - ⇨ Consonant digraphs □ sh □ ch □ th □ ng …digraph
- Match capital and lower case letters …capital letter, lower case, letter
- Read words consistent with their phonic knowledge
  - ⇨ Mid P3 □ CVC words
- Read some common exception words matched to the school's phonic programme *I, the, to, is, was, of, me, my, go, no, into, put, he, she, we, be, all*
- Read simple phrases / sentences, applying P2-3, i.e. sets 1-7 + consonant digraphs
  - ⇨ Read guided reading books aligned to phonic knowledge

Writing:

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

Summer

* See also Anima Phonics Programme

Reading: Comprehension / Word Reading

- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary *…sequence*
- Anticipate-where appropriate-key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Begin to notice some relationships between one text and another
- Begin to comment on perceived links with own life experience or other experiences, *e.g. films, books*
- Continue to develop P1 phonological awareness, focusing on
  - ⇨ Application of oral blending and segmenting
- Say the sound for each letter of the alphabet and for at least 10 digraphs
  - ⇨ Secure P3…trigraph
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words *I, the, to, is, was, of, me, my, go, no, into, put, he, she, we, be, all*

Writing:

- Write recognisable letters (lower case and capital) most of which are formed correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs
  - ⇨ CVC words
- Write simple phrases and sentences that can be read by others
  - ⇨ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter
  - ⇨ Re-read what they have written and begin to make simple corrections
- Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:
  - ⇨ 2-3 part story (e.g. using story map/planner)
  - ⇨ Instructions
  - ⇨ Fact cards

Phonics coverage					
Autumn A	**Autumn B**	**Spring A**	**Spring B**	**Summer A**	**Summer B**
s a t p i n m d g o c k -ck e u r h b f -ff l -ll -ss CEWs – the, to, I, is, me, was, my, of	s a t p i n m d g o c k -ck e u r h b f -ff l -ll -ss CEWs – the, to, I, is, me, was, my, of	j v w x y z -zz qu ch sh th (voiced) th (unvoiced) -ng ee ar oa or oo (short) oo (long) ai igh ear ow ur oi CEWs – the, to, I, is, me, was, my, of	air ure er eu ch sh th (voiced) th (unvoiced) -ng ee ar oa or oo (short) oo (long) ai igh ear ow ur oi CEWs – the, to, I , is, me, was, my, of	Reading and writing focus Twin letters -ff, -zz, -ll, -ss, -ck Pseudo words Two-syllable words Identifying digraphs in words CEWs – go, no, into, put, he, she, you, they, we, be, all	Reading and writing focus Twin letters -ff, -zz, -ll, -ss, -ck Pseudo words Two-syllable words Identifying digraphs in words CEWs – go, no, into, put, he, she, you, they, we, be, all
Handwriting coverage					
Autumn A	**Autumn B**	**Spring A**	**Spring B**	**Summer A**	**Summer B**
Name writing SEND: Beery shapes	Long Ladder Family: l , i, t, u, j, y SEND: Beery shapes	One Armed Robot Family: r, n, m, h, b, k, p SEND: Beery shapes	Curly Caterpillar Family: c , o , a, d SEND: Beery shapes/ initial letter of name	Curly Caterpillar Family continued: g, q, e, s, f SEND: Beery shapes SEND: Beery shapes / initial letter of name	Zig-Zag / Diagonal Family + consolidation: v, w, x, z Also include mixed practice of all families in simple sentence writing SEND: Beery shapes / initial letter of name
Strategies to support Literacy Development to include:					
Interactive reading	Teaching sound discrimination	Teaching sound manipulation	Mapping letters and sounds	Teaching mark-making and letter formation	Interactive writing
Thinking aloud Questioning Clarifying Summarising Predicting or recalling Labelling features of print and text Performing and use of performance cues Co-reading Making links	Name and label sounds Classify sounds Mimic or generate sounds Identify patterns in sounds Completion	Experimenting with sound Commenting Emphasis Repetition Decomposing Sparking or tempting	Label letter-sounds and letters Memory prompts Discuss position, form and shape Discuss spelling patterns Recapping	Preparing Explaining and showing Providing opportunities Feedback Rehearsing Memory prompts Discussing	Thinking aloud Rehearsing Co-writing Modelling Commenting Structuring Memory prompts Extending and revising Reflecting

MATHEMATICS: □ Number □ Numerical Patterns

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn

Learning Priorities: Linked to Development Matters 2021

Number:

- Continue, copy and create repeating patterns *…pattern*
  - ⇨ Continue an ABC/ABB/ABBC pattern
  - ⇨ Copy an ABC/ABB/ABBC pattern
  - ⇨ Make their own ABC/ABB/ABBC patterns
  - ⇨ Identify the unit of repeat in a pattern *unit of repeat*
  - ⇨ Continue a pattern which ends mid-unit of repeat*…continue*
- Compare numbers. *…more, less, greater, fewer*
- Count objects, actions and sounds. *…count*
- Subitise up to 5
- Explore the composition of numbers to 5
  - ⇨ Part–whole: identify smaller numbers within a number (conceptual subitising) *…total, altogether, makes, equals*
  - ⇨ Inverse operations (understand that we can partition a number of things into two groups, and to recognise that those groups can be recombined to make the same total) *…set, group, part, whole, total*
  - ⇨ Understand that a number can be partitioned into different pairs of numbers (number bonds up to 5)
- Link the number symbol (numeral) with its cardinal number value.
- Begin to count beyond ten
- Begin to count on and back from a given number
- Solve real world mathematical problems with numbers up to 5

Numerical patterns:

- Begin to describe properties of 2D and 3D shapes. *…circle, square, rectangle, triangle, oval, hexagon, semi-circle, sides, corners, cube, cuboid, cylinder, faces, vertices, edges*
- Begin to compare length, weight and capacity *…length, height, weight*
  - ⇨ Recognise attributes, *eg. use language of weight, length, height or capacity … heavy / light, short/tall, long large, thick, thin, wide, narrow*
  - ⇨ Compare and begin to order 2-3 items by length, weight, height and capacity *e.g. It is taller / shorter than… taller, tallest, shorter, shortest, longer, longest, heavier, heaviest*
  - ⇨ Begin to estimate and predict using measurement… *some, less, a bit, all, most, both, few, enough, half, whole*

Spring

Number:

- Continue, copy and create repeating patterns
  - ⇨ Identify errors in an ABC/ABB/ABBC pattern.
  - ⇨ Begin to symbolise their patterns and the unit of repeat. *…pattern, draw, unit of repeat*
  - ⇨ Make a pattern which continues around a circle.
- Count beyond ten,
  - ⇨ count on and back from a given number
- Understand the 'one more than/one less than' relationship between consecutive numbers
  - ⇨ Compare numbers that are far apart, near to and next to each other. *…more, less, far apart, close to, next to*
  - ⇨ Use "more" and "fewer" to explain unfair sharing*…more, less, fewer, fair, unfair, same, different*
- Explore the composition of numbers to 10
  - ⇨ Automatically recall number bonds for numbers 0–10.
  - ⇨ Understand that a number can be partitioned into different pairs of numbers (number bonds to 10)
  - ⇨ Recognises the relationship between size and number of units *…smaller, bigger, more, less, fewer*
- Understand that a number can be partitioned into more than two numbers.
- Solve problems using their knowledge of number bonds to 5 and begin to solve problems using number bonds to 10

Numerical patterns:

- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Describe properties of 2D and 3D shapes. *… plus cone, pyramid, sphere*
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compare length, weight and capacity
  - ⇨ Order 2-3 items by length, weight, height or capacity
  - ⇨ Estimate / predict using measurement language
  - ⇨ Begin to use non-standard units to compare things*…measure,*
- Begin to use time to sequence events. *…first, second, third, then, next, after, later, before*
- Begin to use tools to measure short lengths of time

Summer

Number:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5 confidently
- 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. *…group, set, part, whole, double*
- Solve problems using their knowledge of number bonds to 5/10.

Numerical patterns:

- 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. *…same as, equal to, more than, greater than, less than, fewer than*
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally *…odd, even, double, half, fair, unfair, equal, unequal, greater, more, less, fewer*

Strategies to support Mathematical Development to include:				
Teaching the association between number and quantity	Promoting fluency with numbers and sequences	Teaching problem-solving skills for maths	Teaching and modelling how to make comparisons and connections	Facilitating mathematical language
Naming and labelling Estimating Emphasis Visualising	Repetition Choral response Questioning to prompt recall Naming and labelling	Narrating Thinking aloud Reminding Providing a menu of strategies Using mistakes as teaching and learning opportunities Modelling using representations to solve a mathematical problem Reflecting	Commenting Emphasis Thinking aloud Imitation Making links Composing and decomposing	Narrating Naming and labelling Repetition Commenting Questioning Explaining and showing Imitation Extending Recasting

Maths songs

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
• 5 little ducks • 12345 once I caught a fish alive • This old man • Counting to 10 song	• 5 speckled frogs • 10 in the bed • The ants go marching • 5 little ducks	• 5 currant buns • 10 green bottles • How many fingers • 10 in the bed	• Double song • 5 speckled frogs • 10 green bottles • Sharing song	• Counting to 20 • 20 little frogs • The ants go marching • 10 in the bed	• 5 little ducks • 10 green bottles • Double song • Sharing song

UNDERSTANDING THE WORLD □ Past and Present (Foundational History)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Learning Priorities: Linked to DevelopmentMatters 2021 * See also Occupations in People Cultures and Communities

Autumn

Chronology

- ⇨ Use a daily visual timetable…*morning, afternoon*
- ⇨ Understand, follow and talk about the daily routine using a visual timetable
- ⇨ Recite the days of the week
- ⇨ Know different things that happen on different days of the week… *yesterday, today, tomorrow*
- ⇨ Begin to understand that there are four seasons across the year …*autumn, winter, spring, summer*
- ⇨ Understand, predict and talk about key events to complete an activity, *eg. How to complete a key job*
- ⇨ Begin to use sequencing vocabulary… *before, next, after, first, last, day, night*
- ⇨ Begin to understand when things happen… *past, present, future*

Own life story and family history

- ⇨ Begin to make sense of their own life-story and family's history, *eg. Understand that parents/grandparents were once babies / children*
- ⇨ Talk about past and present events in their own life and the lives of family members

Familiar situations from the past

- Begin to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class …*same, different, changed*
  - ⇨ Linked to □ homes
- Begin to comment on images of familiar situations in the past, eg. When Mum and Dad were little … *past, history, long ago*

Figures, characters, settings and events from the past

- Begin to understand the past through settings, characters and events encountered in books read in class and storytelling.

Spring

Chronology

- ⇨ Use a weekly visual timetable
- ⇨ Predict what might happen next within the daily routine with some accuracy and understanding
- ⇨ Begin to recite the months of the year
- ⇨ Know that there are four seasons across the year
- ⇨ Use sequencing vocabulary… *(see autumn) early, later*
- ⇨ Begin to use comparative language to measure time… *shorter, longer, quicker, slower*
- ⇨ Understand when things happen… *(see autumn) e.g. last week, yesterday, today, tomorrow*

Own life story and family history

- ⇨ Understand that some things were different when their parents / grandparents were children *e.g. How did they travel to school? What did their schools look like?*

Familiar situations from the past

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
  - ⇨ Linked to □ vehicles / transport
- Comment on images of familiar situations in the past

Figures, characters, settings and events from the past

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

Summer

Chronology

- ⇨ Recite the months of the year
- ⇨ Use sequencing vocabulary confidently

Own life story and family history

- ⇨ Understand and talk about a simple family tree *e.g. immediate family / grandparents*

Familiar situations from the past

- Talk about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
  - ⇨ Linked to □ water □ washing
- Continue to comment on images of familiar situations in the past

Figures, characters, settings and events from the past

- Talk about the past through settings, characters and events encountered in books read in class and storytelling
  - ⇨ Talk about how somethings that were different a long time ago *e.g. the way we get water (Jack and Jill) or boil water to make tea (Polly put the kettle on)*

UNDERSTANDING THE WORLD □ People, Culture & Communities (Foundational Geography & R.E)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

Learning Priorities: Linked to Development Matters 2021

My family and community

- Name and describe people who are familiar to them
- Talk about members of their immediate family, people who are familiar to them and their community, making comparisons
  - ⇨ Talk about own family and develop an awareness of different types of families
  - ⇨ Talk about some family customs and routines
  - ⇨ Imitate everyday actions and events from family life: take on different roles from the family
  - ⇨ Continue to demonstrate an awareness and appreciation of their own physical features
- Recognise that people have different beliefs and celebrate special times in different ways
  - ⇨ Talk about and share own special celebrations …birthday, Diwali, sukkot, Christmas
  - ⇨ Begin to identify similarities and differences between some celebrations

Occupations

- Begin to talk about / take on the role of a range of occupations e.g. □ *police* □ *paramedic* □ *pharmacist* □ *vicar* □ *iman*

Local environment

- ⇨ Become familiar with key school spaces. □ name and know the purposes of each space
- ⇨ Talk about similarities and differences □ Reception learning space and Nursery
- ⇨ Talk about where they live □ describe key features using correct vocabulary *…house, flat* □ understand that friends / people live in different types of homes
- ⇨ Navigate and confidently use different indoor and outdoor learning spaces □ follow and use simple instructions around school *…down, up, around*

Comparing the UK with other countries

- ⇨ Begin to talk about: □ people within their community / family who have links with other countries □ stories which are set in other countries.
- Begin to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Spring

My family and community

- Understand that some places are special to members of their community through
- Develop positive attitudes about the differences between people
  - ⇨ Talk about similarities and differences between themselves and others with developing appreciation and respect □ within the school community □ in the local community and beyond

Occupations

- Talk about / take on the role of a range of occupations e.g. □ *train driver* □ *ticket officer* □ *bus driver* □ *vet* □ *zoo keeper*

Local environment

- Understand that some places are special to members of their community.
  - ⇨ Different places and buildings in the local community have different purposes
- Begin to describe their immediate environment
  - ⇨ Describe journey to school □ name different types of transport □ name familiar places passed each day
  - ⇨ Engage in walks around the local environment / community
- Begin to draw information from a simple map
  - ⇨ Begin to understand a simple map of something familiar *e.g. garden, small world, role play area …map*
  - ⇨ Draw and create their own simple maps

Comparing the UK with other countries

- Begin to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts
- ⇨ Begin to: □ Develop an awareness of the purpose of maps and globes (begin with UK) *…globe* □ locate the UK & other countries of personal / class relevance □ use maps to understand how relatively far / close other countries are from the UK and talk about how you could travel from one country to another…*land, sea*

Summer

My family and community

- 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

Occupations

- Talk about the lives of the people around them and their roles in society e.g. □ *shop keeper, swimming instructor, life guard*

Local environment

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
  - ⇨ Talk about similarities and differences between Reception learning space and Y1
- Draw information from a simple map

Comparing the UK with other countries

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

RE Syllabus

Which places are special and why?	Which times are special and why?	Which people are special and why?	Which stories are special and why?	Where do we belong?	What is special about our world?

UNDERSTANDING THE WORLD □ Natural World (Foundational Science and Geography)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

Learning Priorities: Linked to Development Matters 2021

Materials

- Begin to explore the natural world / resources around them (identifying and classifying – how can we sort the natural materials we collected?)
- Describe what they see, hear and feel while outside
- Use all their senses appropriately to explore different materials, with increased concentration to address curiosity
  - ⇨ Talk about likes / dislikes of different materials

Living things – animals and plants

- Explore the natural world around them (including plants and animals)
- Understand the need to respect and care for the natural environment and all living things
- Handle living things with care and talk about why this is important
- ⇨ Understand the use of the different parts of the body including the five senses *…shoulder, elbow, bone, lips, tongue, taste, hear, see/sight, touch, smell*

Seasons

- Begin to understand the effects of changing seasons on the natural world around them *e.g. how animals and plants may change or behave differently*
  - ⇨ Develop an awareness of the seasons…*Autumn/Winter* (observing over time)

Exploring different processes

- Observe, interact with and talk about a range of natural processes
  - ⇨ Extreme cold weather changing water to ice *…ice, freeze* (observing over time)
  - ⇨ Changes in properties of food while cooking (TAPS making butter)

Spring

Materials

- Explore the natural world around them
  - ⇨ Experiment with ways of grouping / sorting different objects by materials / properties (TAPS scavenger sort)
  - ⇨ Begin to identify & name some everyday materials, including *wood, plastic, glass, metal, water, and rock*
  - ⇨ Use language to describe different materials

Living things – animals and plants

- Make observations and drawings of animals
  - ⇨ Explore and talk about a variety of animal habitats and what animals need to survive
- Begin to find out about plants and animals in contrasting natural environments (hot and cold animals in different climates)
- Understand some important processes in the natural world around them *e.g. life cycle of a caterpillar*
  - ⇨ Observe and begin to talk about how animals (including humans) and plants change during growth / life cycles (observing over time)
  - ⇨ Begin to use some correct terminology *e.g. cocoon, chrysalis*

Seasons

- Understand the effect of changing seasons on the natural world around them
  - ⇨ Develop an awareness of the seasons, *…Autumn/Winter/Spring* (observing over time)
  - ⇨ Observe and identify key characteristics of each season

How things work

- Explore and talk about how some things move / work
  - ⇨ The direction of an object can be changed when pushed or pulled (forwards, backwards)

Summer

Materials

- Explore and talk about the natural world around them
  - ⇨ Explore floating and sinking linked to the type of material / object (pattern seeking – do all wooden objects sink?)

Living things – animals and plants

- Explore the natural world around them, making observations and drawing pictures of animals and plants
  - ⇨ Experience and talk about growing plants (including from seed) (identifying and classifying – how can we sort the natural materials we collected?)
  - ⇨ Begin to understand the life cycle of plants *e.g. seed – plant - seed* (observing over time)
  - ⇨ Understand how to look after plants and what they need to survive and grow, including: light, air, water and food (i.e. nutrition from the soil) (comparative testing)

Seasons

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
  - ⇨ Develop an understanding of the cycle of seasons
  - ⇨ Begin to identify how plants change in different seasons e.g *leaves, buds, blossom* (observing over time)
  - ⇨ Explore and begin to develop an understanding of *light* (including colour and *shadow*)

Exploring different processes

- Understand and talk about some important processes
  - ⇨ Heat will change ice to water *…melt, solid, liquid*
  - ⇨ Through cooking, understand and talk about the changes of water turning to ice
  - ⇨ Understand how materials can be changed (TAPS Brown Apples)

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (Foundational Music / Performing Arts)

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn

Learning Priorities: Linked to Development Matters 2021

- Begin to listen attentively, move to and talk about music, expressing their feelings and responses
- Begin to sing in a group or on their own, increasingly matching the pitch and following the melody
  - ⇨ Sing rhymes and chants with varying tempo/dynamics/timbre
- Begin to explore and engage in music making and dance, performing solo or in groups
  - ⇨ Play percussion instruments with increasing control
  - ⇨ Clap/play a given rhythm
  - ⇨ Know what materials instruments are made of (*skin, metal, wood*)

Music lesson songs Autumn A

- Wake up hands
- Heads shoulders knees & toes
- If you're happy and you know it
- Clap your hands and wiggle your fingers
- I've got a grumpy face (Sing Up)
- Eyes, nose, cheeky cheeky chin
- Here we go round the mulberry bush (Sing Up)

Music lesson songs Autumn B

- Have you got you ... (ghost/spooky, singing) voice?
- Jack O'Lantern (Sing Up)
- Away in a manger(Sing Up)
- Put your coat on (Out of the Ark)
- Here we go Santa Maloney

Spring

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about performance art, expressing their feelings and responses
- Sing in a group or on their own matching the pitch and following the melody
  - ⇨ Play and sing along to songs (distinguishing between pulse and rhythm)
- Explore and engage in music making and dance, performing solo or in groups
  - ⇨ Keep the pulse when listening to music
  - ⇨ Explore dynamics, tempo and pitch when playing instruments

Music lesson songs Spring A

- Zoom, zoom, zoom, we're going to the moon
- The big ship sails on the alley alley oh
- Once there was a choo choo (from Banana Spilts)
- The wheels on the bus
- 5 little men in a flying saucer

Music lesson songs Spring B

- Little green frog
- My Dog
- Who's got a dog at home? (cuckoo notes)
- Old Mc Donald had a zoo

Summer

- Sing a range of well-known rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
  - ⇨ Sing varying dynamics, tempo, pitch and timbre
  - ⇨ Play pulse/rhythm to familiar songs
  - ⇨ Choose instruments appropriately to make different sounds

Music lesson songs Summer A

- There's a spider on the floor
- Incy wincy spider
- Little green frog
- 5 little specked frogs
- Snail snail (Sing Up)

Music lesson songs Summer A

- Baby Beluga (Sing Up)
- Down there under the sea (Sing Up)
- A sailor went to sea, sea, sea
- Going over the sea (Sing Up)

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (Foundational Drama)

Autumn

- Begin to develop storylines in their pretend play
  - ⇨ Role play
  - ⇨ Small world
- Begin to recount and adapt narratives and stories with peers and their teacher

Spring

- Develop storylines in their pretend play
  - ⇨ Role play
  - ⇨ Small world
- Recount, adapt and begin to invent own narratives and stories with their peers and teachers
- Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Summer

- Make use of props and materials when role playing characters in narratives and stories
- Invent, adapt and recount narratives and stories with peers and their teacher

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

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
Drawing & Painting: Offer a variety of □ mark-making objects of different thickness' (e.g. brushes felt pens, pencils, charcoal, pastels, crayons) □ on a variety of 2D and 3D surfaces (e.g. papers, card, recycled materials, foil, corrugated card, old maps) □ inside and outside on a large and small scale □ collaborative projects		
▪ Begin to draw with purpose, deciding what to draw before making marks. ▪ Use a variety of mark-makers with increasing control and efficiency. ▪ Understand that they can draw through observation *(e.g. portraits using mirrors)* ▪ Explore what happens mixing primary colours to create secondary colours. *[Joan Miro Stimulus]*	▪ Develop drawing within a range of contexts (*e.g. telling a story, figurative or responding to the way an object moves or feels).* ▪ Return to and build on previous learning. ▪ Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. ▪ Mix various shades of primary colours to create secondary colours and use these in artwork.	▪ With independence, create drawings based on feelings, real / imaginative experiences and stories. ▪ Use drawing tools with care and increasing precision. ▪ Draw with increasing complexity and detail. ▪ Observe colour in nature and represent it in artwork; mixing colours to match what they see. *[Van Gogh, Sunflowers stimulus]* • Work collaboratively with other children, sharing ideas, resources and skills. • Return to and build on previous learning, refining ideas and developing ability to represent them.
Printing: Revisit techniques from nursery and create own block print with everyday objects (natural and man-made), with techniques such as marking, cutting, crimping, crunching.		
▪ Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures. *[Althea McNish Stimulus]*	▪ Have own ideas for print making *(e.g. finding their own everyday objects)* to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark.	▪ Use printing techniques with independence to make patterns and pictures, using a variety of artistic *effects (e.g. using irregular and repeating patterns).*
3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Revisit and extend skills such as cutting, folding, tearing, joining, stacking, re-shaping and techniques such as papier mâché □ Offer and extend a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, pine cones) and different types of glue (e.g. PVA, glue sticks, flour & water) □ Involve children in small and large scale projects (indoors & outdoors), including some collaborative experiences - allowing them to share ideas, resources and skills		
▪ **Clay/Playdough:** Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect *(e.g. sausages, balls, thumb pot*). Use tools appropriately to roll, cut, flatten etc. ▪ **Loose Parts:** Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc.	▪ **Clay/Playdough:** Combine pieces using different techniques and tools to represent a familiar object *(e.g. a caterpillar)* and represent the feel of an object *(e.g. spiky, furry, smooth)*. ▪ **Loose Parts:** Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control.	• **Clay/Playdough:** Make models with a purpose and with increasing skill *(e.g. shaping, moulding or combining pieces)* For instance, with a systematic approach - begin with a stalk, leaf, the disc floret and petals to make a sunflower. • **Loose Parts:** Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted. *[Barbara Hepworth Stimulus]*
Collage: Offer a variety of: □ materials e.g. recycled textured materials, weaving materials, natural resources (leaves, shells, pebbles), □ tools e.g. zig-zag scissors □ experiences e.g. light box		
▪ Explore different contrasting textures e.g. rough, smooth. ▪ Use techniques *(e.g. folding, crunching, tearing and cutting)* to create different effect.	▪ Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns. *[Perle Fine Stimulus]*	▪ Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas.

Calendar of Key School Events	Sept:	Oct:	Nov:	Dec:	Jan:	Feb:	Mar:	Apr:	May:	June:	July:
	Key worker meetings	Parent consultation		Christmas nativity		Parent consultation					

KEY:

- Milestone from Development Matters 2021 *(Except in EAD: Visual Arts)*

⇨ Additional / further detail on learning outcome – added by school

Linked Vocabulary

Learning addressed in previous year / term

Sight Vocabulary

EVALUATION:

AUTUMN TERM:
SPRING TERM:
SUMMER TERM: