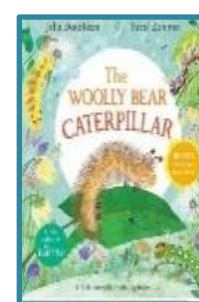
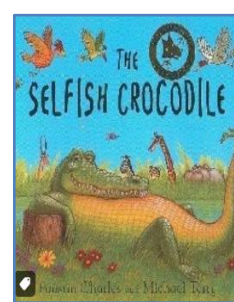
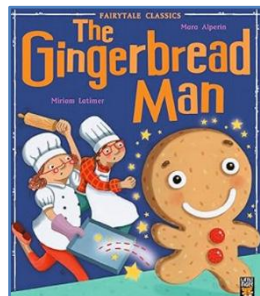
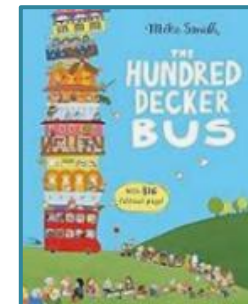
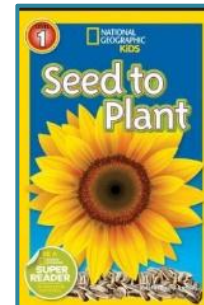
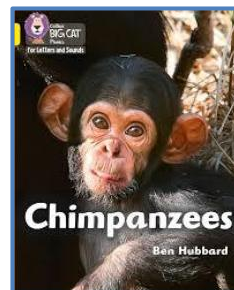
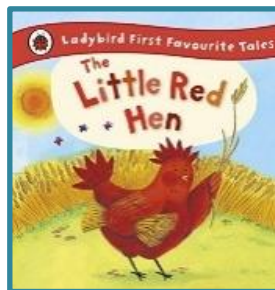
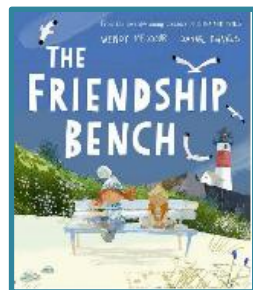


Sankey Valley St James CE Primary School

Reception Curriculum



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

Intent: ☐ Implementation: ☐ Impact:

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	My family and friends	Autumn and Christmas	Winter & Animals from cold places	Animals from around the world and Easter	Life Cycles and Minibeasts	Journeys and holidays
Key Text	See linked medium term plans: ☐ small steps in learning ☐ weekly literacy plans with adapted teaching and learning guidance ☐ adult-led and continuous provision linked learning across all areas of the curriculum. 					
Linked texts	- Amazing - Hello Friend - The Everywhere Bear - The Colour Monster - What happened to you - We all have different families - The Smeds and the Smoos	- The Leaf Thief - Stanley's Stick - After the Storm - What can you see in Autumn - The very helpful Hedgehog - What's inside - A little bit worried - Stick Man	- The Storm Whale - Snowball - Well done Mummy Penguin - Penguins - The Snail and the Whale	- Lions - Arlo - You can't take an elephant on a bus - Be Wild Little One - Abigail - Five Bears - Monkey Puzzle	- Caterpillar to Butterfly - Nature Trail - Tad - A Good Place - Christopher's Caterpillars - Superworm	- Somebody crunched Colin 10 things I can do to help my world - The Wide Wide Sea - Look at what I found at the seaside - Tiddler the story telling fish
Key Poem	Oh Dear! Michael Rosen See linked medium term plans	I'm a Little Snowman Anon Tune: I'm a Little Teapot		Springtime Anon		Braving the Sea Philip Wadell

Linked rhymes / songs	Revisit Little Wandle Rhyme Time 1,2, 3, 4, 5, Once I Caught a Fish Alive A Sailor Went to Sea Baa Baa Black Sheep Down at the Station Hey Diddle Diddle Hickory Dickory Dock Humpty Dumpty Incy Wincy Spider Jack and Jill Mary, Mary Quite Contrary Miss Polly Had a Dolly One, Two Buckle My Shoe Pat a Cake Ring-a-ring-a-roses Round and Round the Garden Row, Row, Row Your Boat The Grand Old Duke of York The Wheels on the Bus Twinkle, Twinkle Little Star Wind the Bobbin Up	Including White Rose Maths suggested rhymes and songs 5 Currant Buns 5 Little Men in a Flying Saucer 5 Little Monkeys 10 Fat Sausages	Including White Rose Maths suggested rhymes and songs Big fish, little fish, cardboard box In and Out the Dusty Bluebells Red lorry, yellow lorry Three blind mice 5 little ducks 1 elephant went out to play 5 little speckled frogs This is the way we brush our teeth	Including White Rose Maths suggested rhymes and songs Alice the camel There's a hole in my bucket One potato, two potato Eight in the bed Down in the jungle Five little monkeys Look at the sneaky crocodile	Including White Rose Maths suggested rhymes and songs The Days of the Week 5 little peas Incy wincy spider It's raining it's pouring Here is the beehive, where are the bees?	Including White Rose Maths suggested rhymes and songs Ten green bottles Ten current buns A sailor went to sea, sea,sea The wheels on the bus London Bridge
Occupations	- School staff - Photographer - Nurse / Dr / Dentist - Vet	- Farmer - Baker - Shop assistant [visit to local shop] - Postman / woman - Delivery person - Shoemaker [Elves and the Shoemaker]	- Fishermen - Tradesperson – plumber, joiner, electrician, painter [linked to role play]	- Wildlife explorer - Wildlife photographer - Wildlife artist - Dentist - Cook / chef - Zoo keeper	- Gardner - Conservationist - Bee Keeper - Bird Keeper - Life as a Bird Keeper A Day In The Life Our Zoo Keepers Chester Zoo - Vet	- Bus / train inspector - Sailor - Pilot - Astronaut - Policeman / woman - Traffic Warden
Trips/Visitors Enrichments	- Sit, chop, chew workshop - Family Stay and Play	- Visit to Church- Christmas celebrations - Road traffic survey - Trip to Warrington museum- Christmas toys from the past - Stay and play- Christmas themed	- Enterprise week- parent visitors - World Book Day	- Visit to Church- Easter service - Reptile visitor- brings animals to school for children to conclude term spent learning about animals. - Stay and play- Easter themed	Looking after caterpillars in class.	- Visit to Church- end of year celebration - Stay and play- Summer themed.

Special Events / Celebrations	Wednesday 9th September <i>National Teddy Bear Day</i>	Thursday 5 th November <i>Bonfire Night</i>	Wednesday 6 th January <i>Epiphany</i>	Monday 1 st March <i>St. David's Day</i>	Monday 12 th April <i>Space Day</i>	Monday 14 th June <i>Healthy Eating week</i>
	Friday 11th September <i>Rosh Hashanah</i>	Wednesday 11 th November <i>Remembrance Day</i>	Wednesday 6 th January <i>Big Schools' Birdwatch</i>	Thursday 4 th March <i>World Book Day</i>	Friday 16 th April <i>World Circus Day</i>	Sunday 20th June <i>Father's Day</i>
	Monday 21 st September <i>International Day of Peace</i>	Wednesday 11 th November <i>National Nursery Rhyme Week</i>	January 5 th to 12 th February <i>Big Garden Bird Watch</i>	Thursday 4 th March <i>Holi-Hinduism</i>	Thursday 22 nd April <i>World Earth Day</i>	<i>Sports Day</i>
	Monday 28 th September- Week on Sukkot	Monday 16 th November <i>Anti-bullying week</i>	Monday 1st February- Friday 5th February <i>National Storytelling week</i>	Sunday 7th March <i>Mother's Day</i>	Friday 23 rd April <i>St. George's Day</i>	<i>End of year class assembly</i>
	Wednesday 30 th September- International day of Friendship	Monday 16 th November <i>National Road Safety Week</i>	Children's Mental Health	Monday 8 th March <i>British Science Week</i>	Thursday 20 th May <i>World Bee Day</i>	<i>Transition activities</i>
	October- Black History month	Friday 20th November <i>Children in Need</i>	Saturday 6 th February <i>Chinese New Year</i>	Wednesday 10 th March <i>Eid-al-Fitr</i>		
		Monday 30 th November <i>St Andrew's Day</i>	Tuesday 9th February <i>Safer Internet Day</i>	Wednesday 17 th March <i>St Patrick's Day</i>		
		<i>Hanukkah</i>	Tuesday 17 th February <i>Chinese New Year</i>	Friday 19 th March <i>Red Nose Day</i>		
		<i>Christmas production</i>		<i>Easter time activities</i>		

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	Spring	Summer
Learning Priorities: Linked to Development Matters [also see links to Reading Comprehension] CL1- Physical CL2- Linguistic CL3- Cognitive CL4- Social and Emotional		
VOCABULARY: Learn and use new words through first hand experiences, rhymes, songs, poems, stories and non-fiction books.		
CL1 Speaks clearly enough for most adults and peers to understand. Uses most speech sounds correctly (may still struggle with r, th, v) Uses gestures to support meaning in play. Speaks in sentences of 4-6 words consistently. Uses gestures alongside speech (pointing, nodding, showing). Makes appropriate eye contact during conversations. Uses facial expressions to convey meaning. Adjusts volume appropriately (whisper voice, inside voice, outside voice). Can speak loudly enough to be heard by the class when sharing.	CL1 Speaks in longer sentences (5-8 words) Uses clear pronunciation for most words Beginning to self-correct when misunderstood. Uses different tones for different purposes (questioning, exclaiming, stating). Can project voice for performances Begins to pace speech appropriately (not too rushed)	CL1 Uses full sentences consistently (6+ words) Pronounces most words clearly with age-appropriate articulation. Can retell events or stories with clear sequencing. Modulates volume and tone flexibly across different situations. Uses appropriate intonation for questions, statements, and exclamations. Can use "performance voice" for songs, rhymes, and presentations. Takes turns in conversations without constant reminders. Waits for appropriate pauses before speaking. Uses body orientation to show engagement (facing speaker)
CL2 Uses talk in play to practise new vocabulary. Joins phrases with words such as: and, but, because, so, if, could. Uses sentence stems to develop their language of argument (e.g. I think... because... I know that...). Begins to use recently introduced vocabulary in context. Uses pronouns accurately (he, she, they, it). Uses simple tense forms consistently (I went, I am going).	CL2 Uses a wider range of connectives to extend sentences (e.g. although, however, which, when, while). Uses new vocabulary from stories and direct teaching spontaneously in play and conversation. Begins to use more complex sentence structures including subordinate clauses (e.g. The dog ran away because he was scared.). Uses past, present and future tense forms with increasing accuracy. Asks questions using a range of question words (who, what, where, when, why, how).	CL2 Uses a rich and varied vocabulary, including recently introduced tier 2 words, in the appropriate context. Constructs complex sentences independently. Uses language to reason, predict and explain (e.g. I think this will happen because... If we... then...). Uses tense accurately and consistently across a conversation or narrative. Begins to adapt language for different audiences (e.g. more formal with an adult visitor, more playful with a peer).
CL3 Listens attentively to stories, rhymes and instructions in whole class and small group contexts. Responds to two-step instructions reliably. Can answer simple questions about a story or event they have heard (who, what, where). Begins to make simple predictions (e.g. I think he will...). Can recall key events from a familiar story in sequence with picture support.	CL3 Listens for sustained periods and can recall the main points of what they have heard. Follows multi-step instructions in familiar and new contexts. Answers a range of questions about texts and experiences, including why and how questions. Makes predictions and offers simple explanations. Begins to make connections between new information and what they already know (e.g. That's like when...).	CL3 Listens with full attention and can identify the main ideas and key details from what they have heard. Follows complex instructions across different contexts. Explains their thinking clearly and logically in response to open-ended questions. Makes thoughtful predictions and inferences, using evidence from the text or experience to justify their ideas. Connects new vocabulary and concepts to existing knowledge. Begins to identify when they have not understood and asks for clarification.
CL4 Initiates conversations with familiar adults and peers. Takes turns in back-and-forth exchanges with adult support. Listens while others are speaking in small group contexts, with reminders. Uses language to express feelings and needs (e.g. I feel... I want... I don't like it when...). Begins to use language to resolve simple disagreements (e.g. Can I have a turn?). Shows awareness of others' feelings through language and gesture.	CL4 Sustains a conversation across several turns with both adults and peers. Listens to others in group situations with increasing independence. Uses language to negotiate, collaborate and problem-solve in play (e.g. What if we... You could be... Let's try...). Shows empathy through language (e.g. Are you okay? That made me sad too.). Begins to adapt their communication style depending on who they are talking to. Can use language to re-enter a conversation or repair a misunderstanding.	CL4 Initiates, sustains and brings conversations to a natural close with confidence. Listens respectfully to the views of others, including when they disagree. Uses language to express and manage emotions with increasing sophistication (e.g. I felt frustrated because... I was worried that...). Collaborates effectively using talk — negotiating roles, sharing ideas, offering and accepting suggestions. Shows genuine interest in others' contributions, responding to what has been said rather than simply waiting to speak. Demonstrates the early language of debate and discussion (e.g. I agree because... I think differently because...).
-	-	-
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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		

Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition & Flexibility]</i> ▪ Begin to identify and moderate own feelings socially and emotionally - Think about the feelings and perspectives of others ▪ Express and talk about emotions - Develop vocabulary using images / expression / words ... <i>frustrated</i> - Use full sentences ... <i>I feel frustrated because</i> ▪ Begin to regulate own behaviour appropriately ▪ Manage transitions throughout the day, familiar and new ▪ Follow classroom routines and expectations with visual prompts - Begin to understand why rules are important ▪ Wait for a turn in small and larger group activities ▪ Concentrate on achieving something that is important to them	Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition & Flexibility]</i> ▪ Identify and moderate own feelings socially and emotionally - Think about the feelings and perspectives of others ▪ Express and talk about emotions, self and others - Extend vocabulary using images / expression / words ... <i>annoyed, proud</i> - Use full sentences ... <i>I feel annoyed because</i> ▪ Begin to regulate own behaviour accordingly in a range of contexts ▪ Know the daily routine and learning expectations - Begin to pre-empt what is coming next ▪ Wait for a turn in a range of contexts and control immediate impulses ▪ Concentrate on achieving weekly challenges	Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition, Flexibility]</i> ▪ Show an understanding of own feelings and those of others - Extend vocabulary using images / expression / words - Talk about feelings & perspectives of others using full sentences - Begin to regulate behaviour accordingly ▪ Know the daily routine and learning expectations - Give focused attention and respond appropriately - Pre-empt what is coming next & begin to organise self accordingly ▪ Participate in transition events into KS1
Managing Self <i>[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]</i> ▪ Be independent within self-care routines - Toileting / handwashing / snack time / lunch time - Dress independently for outdoor learning / P.E lessons ▪ Begin to understand and make healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Importance of being active and spending time outdoors ▪ Make independent learning choices indoors and outdoors - Use a familiar resource independently and put it away - Develop confidence to explore new resources and try new activities - Prepare self for a familiar activity - Follow an instruction / adult direction - Engage in sustained learning including weekly challenges ▪ Begin to develop resilience and perseverance in the face of challenge ▪ Begin to review, adapt and correct own mistakes ▪ Follow classroom rules and expectations with visual prompts	Managing Self <i>[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]</i> ▪ Manage own personal hygiene and self-care routines ▪ Understand and begin to talk about healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Having a good sleep routine, including tooth brushing - Not having too much screen time - Importance of being active and spending time outdoors ▪ Make independent learning choices indoors and outdoors - Use a range of familiar and new resources and activities - Access additional resources to extend learning - Engage in purposeful learning, including weekly challenges ▪ Continue to develop resilience and perseverance in the face of challenge ▪ Begin to review, adapt and correct mistakes independently ▪ Follow classroom rules and expectations with reminders	Managing Self <i>[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]</i> ▪ Understand and talk about healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Having a good sleep routine, including tooth brushing - Not having too much screen time - Importance of being active and spending time outdoors ▪ Know and talk about being a safe pedestrian ▪ Make independent learning choices indoors and outdoors - Engage in purposeful learning, including weekly challenges / adult-initiated activity [introduction of Y1 teaching model] ▪ Show resilience and perseverance in the face of challenge ▪ Review, adapt and correct mistakes independently ▪ Follow and explain classroom rules and expectations ▪ Know what is right and wrong and behave accordingly
Building Relationships <i>[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]</i> ▪ See self as a valuable individual within the class - Someone who has needs / interests / strengths ▪ Develop positive relationships with practitioners and peers - Ask practitioner or friend for <i>help</i> when needed - Share achievements with familiar adult / peer - Begin to develop special friendships - Show sensitivity to the needs and feelings of others - Seek help from an adult for a peer who is upset - Know some actions can hurt the feelings of others - Begin to know that everyone has similarities and differences ▪ Play with others, partner or small group, indoors / outdoors - Listen and respond to the ideas / wishes and interests of others - Extend and elaborate play ideas ▪ With support begin to find solution to rivalries and conflicts - Share resources and turn take with others ... <i>my turn, your turn</i> - Develop appropriate ways to being assertive ... <i>It's my turn now.</i>	Building Relationships <i>[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]</i> ▪ See self as a valuable individual within the class - Describe self, using positive language ... <i>special, proud...</i> - Understand why it is good to belong - Know that everyone has similarities and differences - Why it is good to be different ▪ Continue to develop positive relationships with practitioners and peers - Talk about what makes a good friend ... <i>kind, caring, respectful</i> ▪ Play with others, partner or small group, indoors / outdoors ▪ Engage in collaborative learning - Set shared goals and begin to adapt as needed ▪ Begin to find solutions to rivalries and conflicts with independence - Share resources and take turns with others - Talk with others to settle a peer conflict / difference of opinion - Develop appropriate ways to being assertive	Building Relationships <i>[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]</i> ▪ See self and others as valuable individuals within the class - Describe self / others using positive language ... - Celebrate similarities and differences - Talk about a friend and what makes them special ▪ Continue to develop positive relationships with practitioners and peers ▪ Play with others, partner or small group, indoors / outdoors ▪ Engage in collaborative learning - Set shared goals and adapt as needed ▪ Find solutions to rivalries and conflicts with independence - Share resources and take turns with others - Talk with others to settle a peer conflict / difference of opinion - Develop appropriate ways to being assertive
PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills □ Get set for PE		
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		

▪ Move body & develop core muscle strength: - Explore how each <i>body</i> part can move... <i>shake, roll, stamp, march</i> - Move to the beat of music - Use and remember a simple sequence / pattern of movements related to music / rhythm - Large scale sky / mark-make Beery Shapes □ vertical / horizontal lines □ circles □ horizontal and vertical cross □ square / Rectangle shape □ diagonal lines □ diagonal cross - Put on own coat /apron independently - Begin to achieve a good posture when sitting at a table / on the floor ▪ Travel / climb / balance: - Continue to develop movement skills of <i>walking, running, crawling, rolling, jumping, skipping and hopping</i> - Walk forward / backwards / sidestep [both directions] with fluidity - Learn to gallop and skip leading with either foot - Learn to stop and start - Freeze / hold a pose on one leg with a good stance - Begin to combine different movements together - Complete a low-level obstacle course using balancing skills and different movements to match task - Climb safely with growing independence using alternative feet - Steer bike with control to keep on bike track / avoid obstacles - Anticipate movements, direction and speed to negotiate space ▪ Ball skills / games: - Roll a ball to a partner or target with greater accuracy - Throw / kick in an aimed direction, partner or target - Attempt to catch with open arms - Take part in a simple adult-led, team game and follow the rules - Begin to □ play a familiar game independently □ make up own games ▪ Tools / Resources: - Choose the right resource to carry out a plan - Collaborate with others to <i>carry</i> a larger item	▪ Move body & develop core muscle strength: - Begin to move confidently to the beat of music - Continue to use and remember a simple sequence / pattern of movements related to music / rhythm - Continue to refine large-scale sky / mark making of Beery Shapes and letter formation - Achieve a good posture when sitting at a table or sitting on the floor ▪ Travel / climb / balance: - Continue to develop movement skills and move energetically - <i>walking [forwards / backwards / sideways], running, crawling, rolling, jumping, skipping, hopping, galloping</i> - Combine different movements with increasing ease and fluency - Confidently freeze / hold a pose on one leg with a good stance - Learn to balance with a partner - Complete a low-level obstacle course using balancing skills and different movements to match task - Ride a balance bike / scooter with confidence around track in right direction - Stop and start at pedestrian crossing / lights / road signs - Travel around roundabout with control - Anticipate movements, direction and speed to negotiate space ▪ Ball skills / games: - React and catch a ball dropped from shoulder height - Sit and roll ball using two hands / one hand - Roll, follow and collect ball - Throw large ball and catch with two hands - Take part in a group game and follow the rules - Play a familiar game independently - Make up own games ▪ Tools / Resources: - Negotiate and collaborate with others to move larger items	▪ Move body & develop core muscle strength: - Move creativity to the beat of music - Continue to use and remember a simple sequence / pattern of movements related to music / rhythm ▪ Travel / climb / balance: - Continue to develop movement skills and move energetically - <i>walking [forwards / backwards / sideways], running, crawling, rolling, jumping, skipping, hopping, galloping</i> - Learn to jump forwards, backwards and in opposite direction - Balance with □ one hand up and two feet down □ two hands down and one foot up □ hold mini-front support position - Combine different movements with increasing ease and fluency, demonstrating balance and coordination - Complete an obstacle course using balancing skills and different movements to match task - Ride a balance bike / scooter around track skilfully and follow the road signs - Anticipate movements, direction and speed to negotiate space with consideration for safety of self and others. ▪ Ball skills / games: - Roll and chase a ball and collect it in balance position facing the opposite direction - Learn to pass a ball in a small group activity - Begin to bat a ball to a partner / target - Play a familiar game independently and follow the rules - Make up own games and begin to talk about rules
Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Use a wide range of tools safely and with control, such as pencils, paintbrushes and scissors - Use a knife and fork independently ▪ Fine motor strength and manipulation - Continue to engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation e.g. <i>dough disco / squiggle me into a writer</i> ▪ Draw / write [linked to Beery Shapes & Teodorescu] - Develop a comfortable pencil grip – tripod grip - Form a circle / cross / square / rectangular shape - Begin to draw simple images / representations	Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Use a wide range of tools with greater control ▪ Fine motor strength and manipulation - Continue to engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation ▪ Draw / write - Draw simple images / representations - Begin to develop the foundations of handwriting styles which is fast, accurate and efficient, consolidating □ Effective pencil grip – tripod grip □ Correct letter formation (see Writing) - Begin to draw simple images / representations with increasing care	Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Confidently use a wide range of tools with greater control ▪ Fine motor strength and manipulation - Continue to engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation ▪ Draw / write - Draw simple images / representations - Continue to develop the foundations of handwriting styles which is fast, accurate and efficient, consolidating □ Effective pencil grip □ Correct letter formation (see Writing) - Begin to show accuracy and care when drawing.
LITERACY: □ Reading - Comprehension □ Reading - Word Reading [Little Wandle Phonics] □ 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	Spring	Summer
Learning Priorities: Linked to Development Matters * Also see links to Communication & Language / Physical Development		
Reading- Word Reading		
R1- Synthetic Phonics R2- Blending/Fluency R3- Common Exception Words R4- Comprehension		
R1 Can recognise the graphemes and words below: s a t p i n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags)	R1 Can recognise the graphemes and words below: ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end	R1 Can recognise the graphemes and words below: Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –est Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words and compound words
R2 Read Big Cat Phase 2 books	R2 Read Big Cat Phase 3 books	R2 Read Big Cat Phase 4 books
R3 Read common exception words is I the put* pull* full* as and has his her go no to into she push* he of we me be	R3 Read common exception words was you they my by all are sure pure	R3 Read common exception words said so have like some come love do were here little says there when what one out today
R4 Listen attentively and respond to what they hear with relevant comments and actions when being read to .	R4 Anticipate key events in stories when being read stories, poems and rhymes.	R4 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Writing		
W1 Assisted Composition W2 Handwriting W3 Semi-phonetic W4 Vocabulary (verbal)		
W1 To repeat simple sentences and sentences stems. E.g. The cat is on a mat. I can... I am... The cat is.....He is.....	W1 To write simple dictated phrases and sentences using R 1 content so far E.g. The dog is big. I can... I am... He is... She was...	W1 To orally compose own phrases and sentences and write them. E.g. Clap hands, the cat is on the mat,t he man is little.
W2 To use a secure mature tripod grip, forming all lower case letters accurately.	W2 To use a mature tripod grip, forming capital letters and numerals accurately.	W2 Write Christian and surname accurately and with the correct spacing. All lower and capital letters and numerals written accurately and with automaticity.
W3 Hear and say initial sounds in words.	W3 Orally segment and write VC and CVC words.	W3 To segment and write CVC and CCVC words accurately.
W4 Using vocabulary such as the following: underneath, peered, doorway, disappeared, guarding, treasure, glittery, tickly, special, loved, shinier	W4 Using vocabulary such as the following: sneaky, brave, lonely, mission, side-kick, checklist, audition, daunted, perfect, journey, forest, growled, plan, shortcut, spare, nightdress, peeped, leapt	W4 Using vocabulary such as the following: ordinary, soared, roamed, planted, tools, eventually, imagining, raged, shore, washed-up, wondered, belonged, sneak
MATHEMATICS: Numerical Pattern Number		
Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.		
Autumn	Spring	Summer
Learning Priorities: Links to Development Matters & White Rose Maths		

Match, Sort & Compare - Match objects □ physical to physical □ talk about what is the <i>same</i> and <i>different</i> - Identify a set - Sort objects by □ colour □ size □ shape - Create sorting rules - Compare amounts ...<i>more, fewer, less, same</i> Number - Consolidate counting 1-5 - Find 1,2,3,4,5...<i>altogether, count, find</i> - Subitise 1,2,3,4,5 - Represent 1,2,3,4,5 - Find <i>one more / one less</i> - Composition of 1,2,3,4,5 - Compares two groups of objects and uses language more, fewer, the same and identifies which group has more or fewer with groups up to 5. Shape, Space & Measure - Talk about measure, compare - Size ... <i>big, little, large, small, tall, long, short</i> - Mass ... <i>heavy, light, weigh</i> - Capacity ... <i>more, less,</i> - Explore and create simple patterns □ ABAB - Explore 2D shapes - Recognise, name and describe ...<i>circle, triangle, straight, corner, round</i> - Compare circles and triangles - Identify and name shapes with 4 sides.. <i>side, shape, corner, square, rectangle</i> - Combine shapes with 4 sides Begin to identify circles, triangles, square and rectangle in the environment - Describe position of objects ...<i>in, on, under, over, beside, between, in front, around, through, behind</i> - Understand the difference between day / night and different times within the day ... <i>first, then, after, before, day, night, morning, afternoon, tomorrow</i>	Number Begin to understand <i>zero... nothing there, none, all gone</i> - Find 0 - 10 - Subitise 0 - 8 - Represent 0 - 8 - Find <i>one more / one less</i> to 10 - Composition of 0,1,2,3,4,5,7,8,9,10 - Make pairs ... <i>odd, even</i> - Find / know a <i>double</i> up to 10 - Combine 2 groups ...<i>altogether</i> Begin to conceptually subitise up to 10 Begin to know number bonds to 10 - Make different arrangements of 10 Shape, Space & Measure - Talk about measure: - Compare mass with more precise comparisons using different non-standard units .. <i>balance scales, heavier, lighter, float, sink</i> - Explore and compare capacity .. <i>full, empty, shallow, wide, narrow</i> - Explore and compare length .. <i>long/er/est, short/er/est, not long, not short</i> - Explore and compare height .. <i>tall/er/est, short/er/est</i> - Talk about time in more detail - What happened today? ...<i>yesterday, tomorrow, weekend, month, days of the week</i> - Order and sequence time e.g. baking / preparing snack or 'How many days until...? ...<i>yesterday, last week, first then after</i> - Explore 3D shapes - Recognise, name and describe... <i>cylinder, cuboid, cube, sphere, cone, square based pyramid, flat, curved, face</i> Begin to find 2D shapes within 3D e.g. <i>square on base of pyramid on cube</i> □ use 3D shapes for a task e.g. <i>roll, stack</i> - Identify 3D shapes in the environment - Identify more complex patterns - ABCABC □ ABCDABCD □ if appropriate AABBAABB Begin to identify patterns in the environment	Number - Build numbers beyond ten □ 10-13 □ 14-20 - Continue patterns beyond 10 to 20 i.e. '<i>ten and how many more..</i>' - Beyond 20 □ count verbally □ begin to develop familiarity with 2-digit numbers and see patterns within numbers □ use a hundred square and number tracks - Increase and decrease a quantity by given amounts up to 10 □ <i>How many are there now? ...first, then, now, add/ed</i> □ <i>Take away/taken How many are left? How many did I take away?</i> - Explore sharing, using new vocabulary ... <i>fair, equal / equally, same amount, share</i> - Group objects to divide a set, by placing a certain number of items in each group e.g. <i>each teddy needs 4 apples</i> - Identify if a number is odd or even by sharing objects into two groups ...<i>odd, even, equal, unequal</i> - Double numbers up to 10 and automatically recall double facts Shape, Space & Measure - Select 2D and 3D shapes for a purpose - Use shape names and talk about properties - Replicate and build scenes and constructions - Rotate and recognise shapes in different positions / orientation - Manipulate shapes by moving, turning, rotating and flipping to □ fit into the spaces provided □ copy 2D shape pictures - Explain shape arrangements using positional language ...<i>next to, in front of, behind, around, under, over</i> - Compose shapes, exploring different ways a given shape can be made using smaller shapes - Decompose shapes, separating shapes to make new shapes - Find 2D shapes within 3D shapes in a range of contexts Pattern: - Identify units of repeating patterns - Create and explore own pattern rules... <i>What is your rule?</i> - Visualise objects / shapes / scenes through different positions - Describe the position of objects in a scene using positional language - Give instructions to build, using knowledge of construction and what fits where spatially - Explore mapping Begin to understand simple maps □ talk about what they can see on a map □ begin to represent maps with models □ create own simple map of familiar place / journey - Visualise and describe objects / shapes / scenes through different positions ... <i>next to, above, below</i> - Give instructions to build, using knowledge of construction and what fits where spatially Begin to understand simple maps □ talk about what they can see on a map □ begin to represent maps with models □ create own simple map of familiar place / journey
UNDERSTANDING THE WORLD □ Past and Present [Foundational History / Technology] Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
Autumn	Spring	Summer
Learning Priorities: <i>Linked to Development Matters</i>		

Past and Present / foundational history Chronology <i>The Big Picture of Events Across Time / Sequence / Duration / Sense of Period</i> ▪ Begin to follow a simple timeline of events - Visual daily routine ... <i>routine, after, next, morning, afternoon</i> - Know the days of the week ... <i>school days, weekend</i> - Know different things happen on some days of the week e.g. <i>P.E</i> - Begin to be aware of the months of the year e.g. <i>birthday month</i> - Events / celebrations across the term ... <i>Harvest, Divali, Bonfire Night, Hannukah, Christmas</i> - Begin to understand that some events are annual e.g. <i>birthday</i> - Know there are four seasons and Autumn comes after Summer - Understand there is a sequence of events to complete an activity - Sequence a familiar story ... <i>beginning, middle, end</i> ▪ Understand own sense of period - Talk about <i>important</i> events in Reception during Autumn Term using timeline / floor books - Begin to understand and talk about duration – <i>long / short / number of sleeps to birthday</i> Own life story and family history ▪ Talk about the lives of the people in own family - Know family name [surname] - Relationships, who is who [immediate family including grandparents] - Sequence three photographs [baby to starting school] – <i>younger / older</i> - Compare baby / school toys. What is the same / different? - Know that parents and grandparents were once babies / children - Share special events / holidays / celebrations, past and present Familiar situations / things from the past ▪ Compare old and new toys? What is the same / different? ▪ Begin to identify and talk about old and new houses Figures / Characters, Settings and Events from the Past ▪ Listen to traditional rhymes and stories - Name some traditional characters and roles e.g. <i>shoemaker</i> - Talk about characters and setting and begin to make comparisons with today e.g. <i>wearing a nightgown / using a candle</i>	Past and Present / foundational history Chronology <i>The Big Picture of Events Across Time / Sequence / Duration / Sense of Period</i> ▪ Follow and begin to understand a simple timeline of events - Daily routine ... <i>first, next, later, after</i> - Begin to understand the difference between a day & a week, a week has 7 days... <i>day, week, today, yesterday, tomorrow</i> - Begin to name some months of the year - Know some celebrations take place at different times of the year ... <i>birthdays, weddings, christenings</i> - Know some celebrations are annual ... <i>Shrove Tuesday, Eid, Easter</i> - Know there are four seasons and Winter comes after Autumn - Sequence a familiar story ... <i>first, next, then</i> ▪ Understand period of time - Talk about important events in Reception using timeline / floor books – Autumn & Spring - Continue to understand and talk about duration – <i>longer / shorter / quicker / slower</i> Own life story and family history ▪ Talk about the lives of the people in own family - Relationships, who is who [including aunts, uncles, cousins] - Special events / holidays / celebrations, past and present - Roles in society [jobs / responsibilities] – Link to Enterprise week Familiar situations / things from the past ▪ Compare old and new fishing boats? What is the same / different? – <i>old / new</i> Figures / Characters, Settings and Events from the Past ▪ Listen to traditional rhymes and stories - Name some traditional characters and roles - Talk about characters and setting and make comparisons with today ▪ Begin to develop a sense of a <i>long time ago</i> e.g. <i>extinct animals - dinosaurs</i>	Past and Present / foundational history Chronology <i>The Big Picture of Events Across Time / Sequence / Duration / Sense of Period</i> ▪ Follow, understand and talk about a simple timeline of events - Daily routine - Events that happen on different days of the week - Know the difference between a day & a week... <i>this week, next week</i> - Know some special months of the year e.g. September new school year - Seasons ... □ Know Spring comes after Winter □ Know the order of the seasons - Sequence events in a familiar story ... <i>first, then, next, afterwards</i> ▪ Understand period of time - Understand events that are longer than a week - lifecycle of a □ plant □ caterpillar - Recall and talk about <i>important / significant</i> events across the year Own life story and family history ▪ Talk about the lives of the people in own family - Special events / holidays / celebrations - How parents / grandparents travelled when they were younger Familiar situations / things from the past ▪ Compare and talk about old and new - Types of transport - Some significant buildings in London – why is London important? Figures / Characters, Settings and Events from the Past ▪ Listen to traditional rhymes, poems and stories - Name some traditional characters and roles - Talk about characters and setting and make comparisons with today e.g. <i>Queen of Hearts / Buckingham Palace By A.A. Milne queen, king, prince, princess, palace</i> ▪ Begin to talk about some people from the past e.g. <i>Queen Elizabeth [linked stories / videos]</i> ▪ Continue to develop a sense of a <i>long time ago, past, history</i>
Technology		
▪ Recognise that technology can be used as home - Household resources within role play [make connections with home] ▪ Use a simple game / drawing programme on the IWB ▪ Begin to know that information can be retrieved for a digital device – photographs / story on a toni box / instruction on a talking tin	▪ Learn to use an ipad to - Find out information ... information about animals we find in a zoo. - Create and share memories ... take own photograph / watch video - Play a programme ...games / create drawings - Write name using keyboard ▪ Begin to learn about internet safety and share some rules	▪ Use an ipad to - Play a programme ...games / create drawings - Write a simple sentence ▪ Programme a bee-bot to complete a simple journey ▪ Continue to learn about internet safety and share some rules
UNDERSTANDING THE WORLD □ People, Culture and Communities [Foundational R.E / Human 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	Spring	Summer
Learning Priorities:		

My Family & Community Awareness of self and others ▪ Continue to develop a positive attitude of self and others: - Talk about things that make them unique - physical attributes, likes / dislikes, interests and things they can do - Listen to others as they talk about themselves - Compare self with others and begin to understand the importance of similarities and differences My Family and Other Families ▪ Begin to develop an understanding of different types of families: - Talk about own family, who is who / what makes them special - Listen to others as they talk about their family. - Talk about different families, make comparisons, and begin to understand the importance of similarities and differences. Friendship ▪ To develop an appreciation of friendships - Continue to develop existing friendships, children from nursery / home - Make new friendships - Begin to understand what makes a good friend, being kind / helpful Different cultures, communities and special times ▪ To develop an awareness of different traditions / religions - Share an experience of a family celebration - Listen to others as they share their family celebration - Begin to understand that different people / families have some celebrations that are the same / different - Begin to develop an understanding of different religious celebrations and traditions: □ Hinduism – Divali □ Christianity – Christmas story Different Occupations ▪ Continue to show interest in different occupations and talk about roles and responsibilities, <i>School Site Manager, Lollipop person, School Cook, Doctors, Nurses, Park Keeper</i> ▪ Talk about familiar jobs - parents / family members / neighbours ▪ Begin to understand the importance of different jobs and their role in society e.g. <i>Dr, nurse, dentist keeping humans well</i> Local Environment & Beyond ▪ Become familiar with new learning space: □ Name and know the purposes of different spaces in Reception – indoors / outdoors □ Communal school places – <i>office / hall / dining room</i> ▪ My new school – □ Find school on an ariel simple map [photograph] □ Talk about school building and the area – local shops / medical centre ... □ Compare school to the one in the story, The Friendship Bench ▪ Where I live: □ Know own address ...<i>town, street</i> □ Describe own home ...<i>rooms / garden</i> □ Begin to understand that friends / people live in different types of houses / homes ...<i>bungalow</i> ▪ Know and talk about some the key features of a farm- Little Red Hen book, <i>pigsty, lambing pen</i> Other Countries ▪ Know that there are different countries in the world. ▪ Begin to talk about family / other people who have links to other countries. Find the countries on the globe / map... <i>world, country</i> ▪ Know that some of our food comes from different countries. Find the countries on the globe / map. Looked at Harvest celebration of food.	My Family & Community Awareness of self and others ▪ Continue to develop a positive attitude of self and others: ▪ Talk with greater confidence about what makes them unique □ interests □ begin to identify learning strengths e.g. <i>celebrate learning achievements from the start of Reception</i> ▪ Listen to others as they talk about themselves and begin to ask questions to gather additional information ▪ Compare self with others and understand the importance of similarities and differences My Family and Other Families ▪ Continue to develop an understanding of different types of families - Talk about and listen to shared family events - Begin to participate in discussions on similarities and differences of families. Begin to ask questions to develop understanding. Friendship ▪ To know the importance of friendships - Continue to develop existing friendships groups - Understand what makes a good friend, being kind / helpful Different cultures, communities and special times ▪ To begin to understand and talk about different traditions and religions: ▪ Share and listen to recent family celebrations. Begin to ask questions to gather more information & develop understanding. ▪ Continue to understand that different people / families have some celebrations and traditions that are the same / different ▪ Begin to develop an understanding of different religious celebrations and traditions: □ Lunar New Year – Party with dragon dance □ Christianity – (i) Easter ▪ Begin to understand that some religions have special stories □ Christianity - Bible stories – (i) Noah and the Ark (ii) Easter □ Lunar New Year: Chinese Zodiac Story □ Islam – Quran Different Occupations ▪ Continue to show interest in different occupations and talk about roles and responsibilities: <i>Fisherman, Safari Keeper, Vet</i> ▪ Continue to develop an understanding of the importance of different jobs and their role in society e.g. <i>fisherman / farmer providing food to eat / lighthouse keeper keeping sailors safe</i> Local Environment & Beyond ▪ Begin to talk about living by the sea * <i>Link to Whitstable, the inspiration for Benji Davies, the author of The Storm Whale books</i> Other Countries ▪ Continue to talk about family / other people who have links to other countries. Find the countries on the globe / map. ▪ Taste and talk about food that comes from different countries – Lunar New Year / pancake toppings. Find the countries on the globe / map. ▪ Talk about hot and cold countries □ Antarctica – cold country □ Africa – hot countries. Find the countries on the globe / map. Begin to talk about what is same / different to the UK. ▪ Begin to talk about the key features of the rainforest and how it is the same / different to a woodland in the UK [refer to The Leaf Thief text] – <i>forest, canopy</i>	My Family & Community Awareness of self and others ▪ Continue to develop a positive attitude of self and others: - Talk confidently about what makes them unique – interests and learning strengths and next steps - Listen to others as they talk about themselves and ask questions to develop further understanding - Compare self with others and understand the importance of similarities and differences My Family and Other Families ▪ Continue to develop an understanding of different types of families - Continue to talk about and listen to shared family events - Participate in discussions on similarities and differences of families. Ask questions to develop understanding. Friendship ▪ To know the importance of friendships - Continue to develop existing friendships groups - Understand and talk about what makes a good friend, sharing, turn taking, being kind / helpful / respecting own likes and interests Different Occupations ▪ Continue to show interest in different occupations and talk about roles and responsibilities – <i>traffic warden, marine biologist etc</i> ▪ Continue to develop an understanding of the importance of different jobs and their role in society e.g. <i>police officers and traffic wardens making sure people follow the rules</i> Local Environment & Beyond ▪ Know and talk about key features of the □ Reception Garden [linked to theme of lifecycles] □ local park □ local bus stop [linked to theme of transport / journeys] □ local town ... <i>library, train / bus station, bridges ..</i> ▪ Begin to describe journey to school / park ... □ roads / signs □ type of transport □ key features – buildings / structures ... <i>pavement, zebra crossing, traffic lights</i> ▪ Complete a simple traffic survey... □ name vehicles seen / not seen ▪ Gather information from a simple map: □ find places of interest – trip to the park [school, local shops, ...] □ draw and label own map [Hundred Decker Bus text] Other Countries ▪ Continue to talk about: □ family / other people who have links to other countries. Find the countries on the globe / map. ▪ Find out where some countries of interest are on the globe / map e.g. America [linked to discussion on school buses / Space Centre] ▪ Continue to taste and talk about food that comes from different countries ▪ Find out and compare different buses around the world with the UK - □ school buses in America □ public buses in South America ▪ Discuss how to travel to different countries – air / sea
UNDERSTANDING THE WORLD □ Natural World [Foundational Science / Physical 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	Spring	Summer
Learning Priorities: Linked to Development Matters		

Living Things – Animals (including humans) and plants My Body: - Identify, name and talk about different body parts <i>elbows, knee, eyebrows</i> - Explore how different body parts work <i>bend, stretch, point</i> - Explore five senses and understand their purpose ... <i>senses</i> Begin to understand that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / developing skills Animals: - Find out about domestic & some local animals - ☐ pet ☐ farm ☐ woodland - Name each animal [baby / adult], including some nocturnal - Know that birds have different names – <i>magpie / sparrow</i> - Understand that each animal grows like a human, baby to adult - Label important features of each animal and know why they are important e.g. <i>beak for digging up worms / wings for flying</i> - Talk about the sounds each animal makes and how they move - Name and talk about different habitats Begin to talk about similarities / differences between animals - Know that it is important to take care of animals – feed and take pet to the vets / feed the garden birds / not touch woodland animals Plants: - Know that there are different types of trees, plants and flowers - Know that indoor plants need to be taken care of – water / sun - Observe and talk about autumn changes Natural Environments - Explore, take care of and talk about the Reception Growing Area Develop an awareness of different settings through focus texts: ☐ beach, The Friendship Bench ☐ countryside /farm, The Little Red Hen ☐ woodland, The Leaf Thief. Begin to make some comparisons. - Take care of the environment, know the importance of - putting litter in the bin ☐ begin to participate in recycling Seasons / Natural Phenomena - Observe, name and talk about different types of weather - Name the four seasons and know autumn comes after summer Begin to associate different weather with the seasons - Autumn, colder weather, rain, strong wind, fog - Observe and begin to understand the impact the weather has on - Trees, plants and flowers - Animals e.g. <i>finding warm places before Winter arrives</i> - Humans e.g. <i>wearing warm and waterproof clothes</i> Materials & Processes Begin to explore different materials using senses, including seasonal - Label and group objects ... <i>wood, wool, plastic, metal</i> - Describe and compare some properties ... <i>smooth, rough, spikey...</i> - Talk about likes / dislikes - Learn to use a magnifying glass - Observe food changes during cooking activities – <i>melting</i> How things work Begin to explore and learn how things can be moved through force, direction and speed – <i>push, pull, forwards, backwards, turn</i>	Living Things – Animals (including humans) and plants My Body: Continue to explore and talk about how different body parts move Continue to understand that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / skills Animals: - Understand what a wild animal is - Find out about different wild animals in the wider world - Name each animal [baby / adult] - Talk about the sounds each animal makes and how they move - Name and talk about different habitats Begin to talk about similarities / differences between animals - Name and talk about some animals who hibernate and understand why - Talk about how some animals take care of themselves and their young in the wild Begin to understand that animals need to be protected & respected Plants: - Observe and know that trees, plants and flowers will start to grow quickly in the Spring Natural Environments - Talk about different settings through focus texts: ☐ the coast, The Storm Whale in Winter / Hello Penguin ☐ the rainforest, Elephant's Umbrella / Chimpanzees - Take care of the environment - Know the importance of turning off ☐ lights ☐ running water Continue to participate in recycling and begin to know why it is important Seasons / Natural Phenomena - Observe and talk about different types of weather in more detail - Name the four seasons and know, spring comes after winter Begin to associate different weather with the seasons - Winter, cold weather, frost, ice, sometimes snow - Spring, warmer weather, showers, light winds, storm [thunder / lightning] - Observe and begin to understand the impact the weather has on - Trees, plants and flowers, new buds in the Spring - Animals, in warmer countries / hibernating for the Winter - Humans e.g. <i>keeping warm inside / eating hot food</i> Begin to understand that in the Winter we have shorter days, less day light Materials & Processes Begin to explore and talk about the changing properties of water - water [warm / cold] ☐ ice ☐ snow ... <i>wet, hard, soft, freeze, melt</i> Begin to explore materials and find some that are waterproof - Observe and talk about food changes – dry to wet [mixing flour with milk] How things work - Know the wind can make things move - Umbrella / kite / litter - Learn how to use the pulley system [over the sandpit}. Move wild animals from one place to another.	Living Things – Animals (including humans) and plants My Body: Continue to explore and talk about how different body parts move - Know that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / skills Animals: Continue to find out about minibeasts - Name different minibeasts - Label important features of each minibeast - Group minibeasts that have wings Begin to develop an understanding of the lifecycle of a caterpillar - Find out about different wild animals in the sea - Name each animal [baby / adult] - Label important features of each animal and how they are used - Talk about the sounds each animal makes and how they move Begin to talk about similarities / differences between animals - Talk about how some animals take care of themselves and their young in the wild Begin to understand that wild animals need to be protected and respected Plants: - Observe and begin to talk about the lifecycle of a seed / plant - Name what a seed needs to grow – <i>soil, water, sunlight</i> - Name key parts of a plant – <i>root, stem, leaves, flower, petals</i> - Know that trees, plants and flowers need to be handled with care Natural Environments - Talk about different settings through focus texts: ☐ Countryside – Seed to Plant, Woolly Bear Caterpillar ☐ Town to countryside - The Hundred Decker Bus ☐ Ocean / sea ... Somebody Swallowed Stanley ... , <i>garden, countryside, hill, mountain, river, sea, beach, sand,</i> - Take care of the environment, know the importance of recycling Seasons / Natural Phenomena - Observe and talk about different types of weather in more detail - Name the four seasons and know summer comes after spring Begin to associate different weather with the seasons - Spring, warmer weather, showers, light winds, storms - Summer, hotter weather, less rain, more sunshine - Observe and begin to understand the impact the weather has on - Trees, plants and flowers, lots of growth - Animals explore and play - Humans e.g. being sun safe - <i>wearing sun hat, glasses, sunscreen, drink more water; wear cooler clothes, eating cold food</i> Begin to understand that in the Summer we have longer days, more sun Materials & processes - Explore and talk about mixing some materials with water e.g. sand / soil / clay. Begin to make some predictions. - Explore and talk about materials that float and sink. How things work Continue to explore and learn how things can be moved through force, direction, distance and speed – <i>ramp, slope, steep, faster, further</i> - Know that humans and the weather can make things move e.g. seeds, boats
EXPRESSIVE ARTS & DESIGN: ☐ Creating with Materials [Foundational Art / Design Technology]		
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 / outcomes: Linked to Development Matters		

Art & Design Find out about different artists and their work: □ Oral Keely [printer] Drawing and painting - Paint and draw feely - Use a variety of mark-makers with increasing control - Mark mark / draw on a variety of 2D and 3D surfaces Begin to create with purpose and talk about images - Paint / draw observational pictures - Understand that you can draw / paint through careful observation □ self-portrait – looking in a mirror / □ favourite character – illustration □ object – real resource / prop Begin to use correct colours, shapes and patterns Begin to draw / paint emotions – happy / sad - Painting - Explore and talk about what happens when mixing primary colours to create new colours, secondary colours Begin to select a paint brush and use a 'dip, draw, wash and wipe' technique to keep colours clear. Printing - Learn to block print with every day and natural objects - Understand how to print effectively, grip and press. Begin to make considered patterns / pictures Collage - Freely explore and create use a variety of materials, natural / recycled - Explore contrasting textures - Use scissors with increasing control, including zig-zag - Use techniques (<i>e.g. folding, crunching, crimping tearing and cutting</i>) to create different effects Sculpture and Modelling <i>* Explore and begin to create with purpose. Label and begin to talk about designs.</i> - Construction – large and small scale - Explore and use a range of building resources and kits Begin to design and work collaboratively with a partner / in a small group <i>e.g. make a friendship bench / den / house</i> - Playdough / clay - Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (<i>e.g. sausages, balls, thumb pot</i>). - Use tools appropriately to roll, cut, flatten etc. Begin to make simple 3D model – self / pet / character / diva light - Loose Parts [on different surfaces, including light box] - Independently make constructions, using own ideas - Show increasing skills with combining, lining up, stacking etc. Food Activities - Participate in a small baking activity – make biscuits. Develop an understanding of safety and hygiene - Name utensils, ingredients and processes ... <i>stir, mix, knead</i> - Observe and talk about changes ... <i>dry, wet, hard, soft</i> - Talk about (i) likes / dislikes (ii) healthy / unhealthy food	Art & Design Find out about different artists and their work: □ Gordon Buchanan [wildlife photographer] □ Ali Khodia – [book illustrator] - □ Tanya Russell [wildlife sculpture] Drawing and painting - Paint and draw feely - Draw / paint with purpose, thinking before starting - Observational drawings / paintings - Use inspiration from wild animal photographers / artists - Learn to use new media: □ charcoal □ water colours - Use correct colours, shapes and patterns [animals / setting] - Continue to explore / represent different emotions - Painting - Make secondary colours and talk about process - Select a paint brush and use a 'dip, draw, wash and wipe' technique to keep colours clear. Printing - Have own ideas for print making (<i>e.g. finding own everyday objects</i>) to experience a variety of shape, texture and pattern. - Take rubbings from objects - tree bark Collage - Learn to use PVA glue - Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage – <i>favourite wild animal</i> - Make repeating and irregular patterns. - Learn to weave – large / small scale Sculpture and Modelling <i>* Talk about designs. Begin to describe techniques, review and adapt work.</i> - Construction – large and small scale Continue to explore and use a range of building resources & kits Begin to extend creativity adding additional resources <i>e.g. natural</i> - Build with purpose, think before starting. - Design / work collaboratively with a partner / in a small group - Playdough / clay - Combine pieces using different techniques, materials and tools to represent a familiar object (<i>e.g. a wild animal</i>) and represent the feel of an object (<i>e.g. spiky, furry, smooth</i>). - Loose Parts - Build and de-construct loose part models - Construct images to represent real life / imaginary objects and experiences. Food Activities - Participate in a small baking activity – make pancakes for Shrove Tuesday. Continue to develop an understanding of safety and hygiene - Name utensils, ingredients and processes ... <i>whisk, flip, bake</i> - Observe and talk about changes ... <i>dry, wet, hard, soft</i> - Talk about (i) likes / dislikes (ii) healthy / unhealthy food	Art & Design Find out about different artists and their work: □ Van Gogh [painter] □ Barbara Hepworth [sculptor] Drawing and painting - Paint and draw feely - Draw / paint with purpose using different techniques - Observational drawings / paintings - Use inspiration from nature - Use correct colours, shapes and patterns [plants / vehicles] - Painting Continue to make secondary colours & talk about process - Change texture of paint using different materials Printing - Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects - Use irregular and repeating patterns Collage - Independently assemble different pieces to create a picture / pattern. - Use imagination / observation, building on their previous learning, to represent their ideas. - Learn to use a split pin ... <i>wheels on a vehicle / leg on a turtle</i> Sculpture and Modelling <i>* Talk about designs. Describe techniques, review and adapt work.</i> - Construction – large and small scale - Confidently use a range of building resources & kits - Extend creativity adding decorative features - Design / work collaboratively with a partner / in a small group - Playdough / clay - Make models with a purpose and with increasing skill (<i>e.g. shaping, moulding or combining pieces</i>) For instance, with a systematic approach - <i>begin with a body, add a head, legs and a shell to make a turtle</i>) - 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. Food Activities - Participate in a small cooking activity – make a 'rainbow salad', decorate pizza bases. Continue to develop an understanding of safety and hygiene - Name utensils, ingredients and processes ... <i>pizza cutter</i> - Observe and talk about changes ... <i>melt ...</i> - Talk about (i) likes / dislikes (ii) healthy / unhealthy food
EXPRESSIVE ARTS & DESIGN: □ Being Imaginative □ Music – Sparkyard [Foundational Drama / Music]		
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

Role Play / Small World Play

- Take part in simple pretend / role play with others, imitating real and past experiences, creating stories and roles
 - Domestic role play [see EY2P booklet]
 - **Au1 – New baby** □ **Au2 - Celebrations**
- Create own stories using a range of small world resources
- **Begin to** retell familiar stories using small world resources, use
 - Simple story map with some labels
 - Range of props and resources
- Across play
 - Share ideas and thoughts through talk
 - Listen to and respond to the ideas of others
 - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. *labels, signs, lists, messages* [linked to phonics teaching and learning]

Role Play / Drama ... also see EY2P guidance

- Take part in pretend / role play with others, imitating real and past experiences, creating stories and roles
 - Domestic role play [see EY2P booklet]
 - **Sp1 – Jobs around the house** □ **Sp2 – Healthy living**
- Create own stories using a range of small world resources, extending and developing ideas and narrative
- **Continue to** retell familiar stories using small world resources, use
 - Simple story map with some speech / thought bubbles
 - Range of props and resources
- Across play
 - Share ideas and thoughts through talk
 - Listen to and respond to the ideas of others
 - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. *labels, signs, lists, messages, speech bubbles* [linked to phonics teaching and learning]
- **Begin to** adapt some familiar stories

Role Play / Drama also see EY2P guidance

- To take part in simple pretend play, imitating real and past experiences, creating stories and roles
 - Domestic role play [see EY2P booklet]
 - **Su1 – New pet / vets** □ **Su2 – Holiday time**
- Create own stories using a range of small world resources, extend and develop ideas and narrative
- **Continue to** retell familiar stories using small world resources, use
 - Simple story map with some simple instructions
 - Range of props and resources
- Across play
 - Share ideas and thoughts through talk
 - Listen to and respond to the ideas of others
 - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. *labels, signs, speech / thought bubbles, instructions* [linked to phonics teaching and learning]
- **Begin to** invent some new stories

Music & Dance

Sparkyard- My musical classroom

- **Au1:** Hear my voice AND What's the music saying
- **Au2:** Instruments everywhere AND Playing with songs.
- **Begin to** listen attentively, move to and talk about music, expressing their feelings and responses
 - How does the music make me feel? ... *emotions vocabulary* (see PSE)
- **Begin to** watch and talk about dance and performance art
 - What type of dance/music is it? ... *adjectives to describe music, e.g. happy, sad, slow, fast, bouncy*
 - Watch live music / dance performances linked to festivals ... *perform, celebrate, audience, musician, dancer*
- Sing in a group or on their own ... *tune*
 - Engage in circle and partner songs
 - **Begin to** make own verse for familiar song
- **Begin to** explore and engage in music making and dance
- Invent and dance / play music to show different emotions ... *emotions vocabulary* (see PSE)

Music & Dance

Sparkyard- Musical patterns and performing.

- **Sp1:** What's the pattern AND Playing musical patterns
- **Sp2:** Exploring descriptive sounds AND Lets perform
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Show *rhythm* and comparison of different sounds ... *beat, pulse, long, short*
- Watch and talk about dance and performance art, expressing their feelings and responses.
 - Watch performance from other cultures and compare differences...
- Sing in a group or on their own, increasingly matching the *pitch* and following the *melody* ... *high, low*
- **Consolidate** making own verse for a familiar song.
- Sing in a range of well-known nursery rhymes and songs
- Explore and engage in music making and dance, performing solo or in groups.

Music & Dance

Sparkyard- Musical patterns and performing.

- **Su1:** Pitch play and changing sound AND Sounds from nature
- **Su2:** Meet the characters AND Perform a story.
- Sing a range of well-known nursery rhymes and songs
 - **Independently** preform a range of familiar songs and nursery rhymes.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
 - Perform **confidently** solo or in a group
 - Use a variety of musical instruments correctly and **independently** ... *tambourine, claves, drum, chime bar, maraca*
 - Improvise with basic musical instruments
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- **Confidently** sing a range of well-known nursery rhymes and songs
- Explore and engage in music making and dance
- Move in time to music