

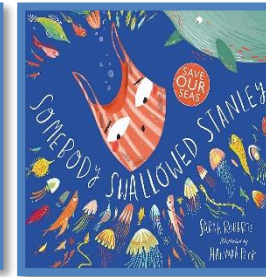
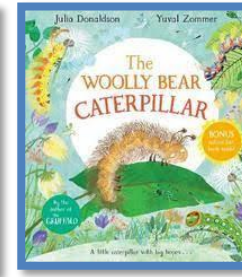
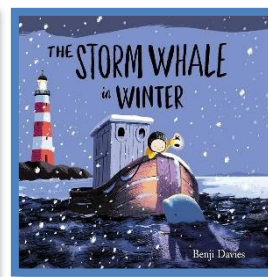
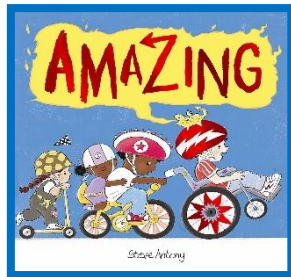


St Anne's Catholic Primary School



# Reception Curriculum




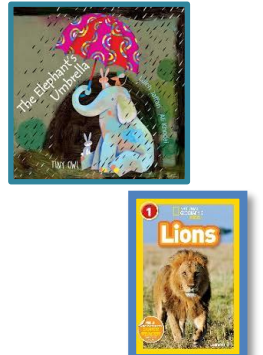

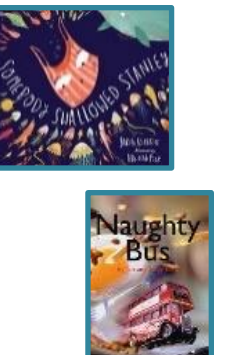
2023-2024



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

Age Related Expectations \* Teaching and learning to be differentiated 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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics which will be explored during this theme.	All About Me	Changes	Animals Who Live in Cold Places	Animals Who Live in Hot Places	Growing, Lifecycles / Mini-Beasts	Journeys
Planning Around a quality text						
<p><b>Linked texts</b></p> <p>Fiction Non-fiction Traditional tales Diversity</p>	<ul style="list-style-type: none"> <li>□ Different Families</li> <li>□ All About Me – Look and Learn</li> <li>□ Smelly Louie – Catherine Rayner</li> <li>□ The Colour Monster</li> <li>□ The Elves and the Shoemaker</li> <li>□ You Must Bring a Hat</li> <li>□ Christianity – Info Buzz</li> </ul>	<ul style="list-style-type: none"> <li>□ Chick to Hen – Elspeth Graham</li> <li>□ What Can You See in Autumn – Sian Smith</li> <li>□ Owls in the Night – Catherine Baker</li> <li>□ Percy the Park Keeper</li> <li>□ After the Storm</li> <li>□ Judaism – Buzz info</li> <li>□ The Nativity</li> </ul>	<ul style="list-style-type: none"> <li>□ The Storm Whale in Winter – Benji Davies</li> <li>□ The Little Raindrop – Joanna Gray</li> <li>□ Hey, Water by Antoinette Portis</li> <li>□ What Can You See in Winter – Sian Smith</li> <li>□ Melting and Freezing</li> <li>□ Chinese New Year – Saviour Pirotta</li> <li>□ Myra Plays Holi by Sheena Garg and Shruti Bhawe</li> </ul>	<ul style="list-style-type: none"> <li>□ Arlo</li> <li>□ Soloman Crocodile</li> <li>□ Abigail</li> <li>□ Lazy Lion</li> <li>□ Augustus and his smile</li> <li>□ Little Red and the very hungry lion</li> <li>□ Zebra's Day</li> <li>□ Lions</li> <li>□ Meerkats</li> <li>□ Big Cat Babies</li> </ul>	<ul style="list-style-type: none"> <li>□ Caterpillar to Butterfly – National Geographic</li> <li>□ Nests by Elspeth Graham</li> <li>□ Christopher's Caterpillars by Charlotte Middleton</li> <li>□ Islam by Buzz Info</li> <li>□ Jasper's Beanstalk</li> <li>□ The Enormous Turnip</li> <li>□ Supertato</li> <li>□ The Extraordinary Gardner</li> <li>□ Plants – National Geographic</li> <li>□ The journey of a sunflower</li> <li>□ Hinduism by Buzz Info</li> </ul>	<ul style="list-style-type: none"> <li>□ Somebody Crunched</li> <li>□ Colin</li> <li>□ Ten Things I Can Do to Help My World</li> <li>□ New from Old, Recycling Plastic</li> <li>□ The Queen's Handbag</li> <li>□ Paddington Postcards from Around the Globe</li> </ul>

<b>Linked rhymes / songs</b>	<ul style="list-style-type: none"> <li>▪ This is the way we brush our teeth / hair ...</li> <li>▪ Happy Birthday <i>in different language to represent cohort</i></li> <li>▪ I Look in the Mirror</li> <li>▪ Finger Family Song</li> <li>▪ Families are all Different</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who Shall Help the Little Red Hen</li> <li>▪ It is Autumn</li> <li>▪ Five Little Leaves</li> <li>▪ The Little Pumpkins</li> <li>▪ Christmas songs</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Little Penguins</li> <li>▪ Winter Animals</li> <li>▪ Snowball</li> <li>▪ Waiting for Snow</li> <li>▪ Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Jungle Song</li> <li>▪ The Animal Fair</li> </ul>	<ul style="list-style-type: none"> <li>▪ Butterfly Cycle</li> <li>▪ There is a Tiny Caterpillar</li> <li>▪ Ten / Twenty Little Butterflies</li> <li>▪ Out of the Ark</li> <li>▪ Minibeast song</li> <li>▪ Farmer Plants the Seeds</li> <li>▪ Grow a Plant Song</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Transportation Song</li> <li>▪ Many Ways to Travel</li> <li>▪ The Wheels on the Bus</li> <li>▪ The Train Ride</li> </ul>
<b>Occupations</b>	<ul style="list-style-type: none"> <li>▪ School staff</li> <li>▪ Photographer</li> <li>▪ News Reporter – Warrington Guardian</li> </ul>	<ul style="list-style-type: none"> <li>▪ Farmer</li> <li>▪ School cook</li> <li>▪ Shop keeper</li> <li>▪ Baker</li> <li>▪ School caretaker</li> <li>▪ Park Keeper</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fishermen</li> <li>▪ Vet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safari Keeper</li> <li>▪ Zoo Keeper</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conservationist</li> <li>▪ Bee Keeper</li> <li>▪ Bird Keeper - <a href="#">Life as a Bird Keeper   A Day In The Life   Our Zoo Keepers   Chester Zoo</a></li> <li>▪ Gardner</li> <li>▪ Farmer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Park Ranger</li> <li>▪ Bus conductor</li> <li>▪ Pilot</li> <li>▪ Policeman / woman</li> </ul>
<b>Visitors and Trips</b>	<p><b>Visitor:</b> Nurse / doctor / dentist</p> <p><b>Trip:</b> Walk around school grounds</p>	<p><b>Experience:</b> Bread Making</p> <p><b>Trip:</b> Autumn walk – school grounds</p>	<p><b>Videos:</b> Penguins / sea creatures Monterey Live Webcam</p> <p><b>Trip:</b> Winter walk – school grounds</p>	<p><b>Experience:</b> Questions and Answers with a zoo keeper</p> <p><b>Trip:</b> Spring walk – local area</p>	<p><b>Experience:</b> Caterpillars Growing seeds</p> <p><b>Trip:</b> Visit to the farm – Farmer Ted’s</p>	<p><b>Video:</b> Monterey Live webcam</p> <p><b>Trip:</b> Transition to Year One</p>
<p style="text-align: center;"><b>Celebrations / Festivals / Special Events</b></p> <p style="text-align: center;"><b>Key Dates added when celebrated</b></p>	<p style="text-align: center;">Birthdays National Poetry Week Black History Month Recycle Week Grandparents Day Autumn Harvest Festival</p>	<p style="text-align: center;">Nursery Rhyme Week Bonfire Night Hannukah Diwali Remembrance Day Children in Need Christmas</p>	<p style="text-align: center;">Chinese New Year Valentine’s Day Shrove Tuesday LENT Children’s Mental Health Week Internet Safety Day St David’s and St Patricks Day</p>	<p style="text-align: center;">Mother’s Day Easter Eid al-Fitr Science Week World Book Day Ramadam Pentecost</p>	<p style="text-align: center;">Father’s Day World Refugee Day RSE Day International Day of Friendship</p>	<p style="text-align: center;">Sports Day School trip World Ocean Day World Music Day</p>

**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

### Spring

### Summer

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

### Listening, Attention and Understanding

- Understand how to listen carefully and why listening is important:
  - one-to-one □ small groups □ whole class
- Listen carefully to rhymes and songs, familiar and new
  - pay attention to how they sound □ anticipate words / phrases
- Listen to stories and **begin to** be an active participant in Talk for Writing activities, join in with
  - short repeated refrains □ oral text retelling with beginning, middle and end
- Learn new vocabulary
  - Linked to: □ daily routine □ learning environment □ themes / focus text □ new experiences
- Understand a question or instruction that has two parts
  - Linked to: □ daily routines □ activities: adult-led / child-initiated

### Speaking

- Use familiar and new vocabulary throughout the day within a range of contexts:
  - daily routine □ adult-led □ child-initiated learning
- Develop use of social phrases with correct pronouns
- Speak using full tenses with some correct use of tenses
- **Begin to** ask questions to find out more and develop understanding
  - *Who?* □ *What?* □ *Why?* □ *When?*
- **Begin to** articulate ideas and thoughts in well-formed sentences
  - one-to-one □ ‘talk’ partners □ small group
- **Begin to** connect one idea or action to another using a range of connectives... *because, although, but...*
- **Begin to** describe events in some detail, showing awareness of the listener
- **Begin to** retell a simple story using some story language

### Vocabulary

*Linked to school day: □ Names – Key Person, other practitioners, peers, other important school staff □ Learning Environment – Reception, school, indoors, outdoors, workshop areas, learning zones, resources within provision, resource enhancements, office, hall, playground, Tyre Park, Buddy Wood □ Daily routine – visual timetable, days of the week ...*

### Listening, Attention and Understanding

- Listen carefully in a range of contexts, including
  - whole class inputs □ visitors into class □ events beyond the classroom – assembly / walk into the local community
- Listen carefully to rhymes, songs and poems
  - identify word patterns □ respond with relevant comments
- **Begin to** understand humour *e.g., nonsense rhymes / jokes*
- Listen to stories and be an active participant in Talk for Writing activities, join in with
  - longer repeated refrains □ oral text retelling with 4+ parts
- Listen to read-aloud of non-fiction books
- Learn new vocabulary
  - Linked to: □ whole school experiences □ themes / focus text □ new experiences □ visits beyond the local community
- Understand and follow a set of instructions independently
- Understand a range of questions and respond staying on topic

### Speaking

- Use new vocabulary, linked to key themes and texts, in different contexts with increasing confidence
- Use a range of social phrases with developing confidence
- Speak using full sentence with increasing accuracy of tenses
- Answer and ask questions to develop understanding
  - *Who?* □ *What?* □ *Why?* □ *When?*
- Articulate ideas and thoughts in well-formed sentences
  - one-to-one □ ‘talk’ partners □ small group □ and **begin to** in whole class discussions
- Connect one idea or action to another using a range of connectives... *because, although, but, also, first, next, after ...*
- Describe events in some detail, showing awareness of the listener
- Hold conversation when engaged in back-and-forth exchanges with teacher and peers
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
- Retell a simple story using story language / own words

### Vocabulary

*\* Also see text planning*

### Listening, Attention and Understanding

- Listen attentively in a range of contexts including whole class inputs, whole school events, and visits into and beyond the community
- Listen carefully to a range of rhymes, songs and poems, including those with humour
  - respond with relevant comments □ make connections between □ discuss likes / dislikes, giving reasons
- Listen to and talk about stories
  - Discuss plot, main problem and solution / ending □ Talk about the feelings, actions and motives of characters □ discuss likes / dislikes, giving reasons
- Listen to and talk about non-fiction texts, developing new knowledge and vocabulary
  - Link to their own experiences / make connections
- Make comments about what has been heard and ask questions to clarify understanding

### Speaking

- Participate in small one-to-one, group and class discussions, offering to share own ideas, using recently introduced vocabulary
- Speak with confidence using: □ full sentences □ range of connectives □ tenses
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
  - Show awareness of the listener – (i) turn take (ii) provide depth of information required (iii) ask appropriate questions
- Engage in conversations with peers and adults
  - Respond appropriately to what others are saying □ Ask questions and offer comments to keep dialogue open
- Use talk to work out and solve problems, using relevant vocabulary
- Retell some familiar stories with increasing confidence using familiar and new story language

### Vocabulary

*\* Also see text planning*



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

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

### Autumn

### Spring

### Summer

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

### Self-Regulation

- **Begin to** express own feelings and consider the feelings of others
  - Identify and name some emotions ... *emotion, lonely, sad, happy, frightened, angry, disappointed, nervous, worried, excited*  Explore book character’s emotion to own experiences ... *feeling / emotion*
- **Begin to** recognise and manage own feelings
  - Focus on  keeping *calm*  being *patient*  waiting for a *turn*  *sharing*  tidying up after self
- **Begin to** set own goals; show resilience and perseverance in the face of challenge:
  - Linked to favourite activity / learning space
- **Begin to** talk with others to solve conflicts and find solutions ... *together, share, take turns*
- Identify personal strengths – *I am good at*
- **Begin to** understand that others are good at different things
- Be a part of the daily routine
- **With support**, follow classroom rules and expectations

### Managing Self

- Understand the importance of managing own self care needs, becoming independent
  - toileting  eating  getting ready for outdoor learning
- Explore the indoor and outdoor learning space with interest
  - make independent learning choices  independently access resources / activities  engage in sustained learning in learning space of choice
- **Develop confidence** to try new activities and show independence
- **Begin to** complete Weekly Challenges [motivation]
- Show interest in completing provision enhancements (indoors & outdoors)

### Building Relationships

- **Begin to** see self as an individual within the class
- Describe self, positively ... *proud, special, love* (use books: ‘Happy in Our Skin’ & ‘My Hair’)
- Understand why it is good to belong, and
  - everyone is similar and different  it is good to be different
- Build constructive and respectful relationships with
  - Key Person  other classroom practitioners  peers
- Understand why it is important to be kind to others
- Enjoy playing and working with others

### Self-Regulation

- Express own feelings and consider the feelings of others
  - Identify and name different emotions ... *emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous, worried, excited*  Explore book character’s emotions beyond own experiences ... *expression, mood*
- Recognise own feelings and **begin to** manage in different contexts
- Set own goals and **begin to** understand that perseverance means tackling and achieving challenges
  - when asked I can say how I feel when I have achieved my goal – *proud, pleased, delighted*
- Talk with others to solve conflicts and find solutions ... *fair, agree*
- Understand that others are good at different things
  - not everyone can be good at the same thing
- Follow rules and expectations in and beyond the classroom

### Managing Self

- Understand the importance of managing own self care needs, becoming independent
  - care routines  getting appropriately dressed for outdoor learning
- Engage in sustained learning, indoors and outdoors
- Try new activities and show independence
- Complete Weekly Challenges with growing independence
- Access all types of enhancements (indoors & outdoors)

### Building Relationships

- See self as a valuable individual
- Describe self and others positively ... *proud, special, love*
- Understand why it is good to belong and that everyone is similar and different
  - understand that it is good to be different
- **Begin to** build constructive and respectful relationships with
  - Key Person  other classroom practitioners  peers
- Understand why it is important to be kind to others
  - name a friend  share what is a good friend
- Use social language to develop friendships and relationships see CL
- Enjoy playing and working with others

### Self-Regulation

- Show an understanding of own feelings and those of others
  - Identify and name a range of different emotions ... *emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous, worried, excited, frustrated*  Explore book character’s emotions beyond own experiences ... *expression, mood*
- Identify, moderate and express own feelings in a range of contexts
- Think about the perspectives of others, adapting own behaviour
- Follow a set of instructions with three parts or more

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
  - Begin to** monitor and adapt work as required  Bounce back when things get difficult  Solve real problems  through daily routine  in play
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs throughout the day
  - Help and support others
- Participate in discussions about overall health and well-being
  - healthy food choices  importance of exercise

### Building Relationships

- See self as a valuable individual with different interests and experiences
- Form positive attachments to adults and friendships with peers
  - Work / play** cooperatively with others  Resolve conflicts using talk
- Show sensitivity to their own and to others’ needs
- **Continue** to see self as a valuable individual
  - Likes / dislikes  Learning strengths  What they would like to get better at
- Have the confidence to talk to known adults across school
- Participate in Transition events into Year 1

## PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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

### Autumn

### Spring

### Summer

## Learning Priorities: Linked to Development Matters 2021

### Gross Motor Skills

- Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping – climbing*
- Learn to gallop and skip
- **Begin to** develop overall body-strength, balance, co-ordination and agility
  - Use some fundamental movements to travel along low level obstacle courses ... *balance, obstacle, spatial, prepositions*
  - Hold a balance for a short period of time
- **Begin to** combine different movements with ease and fluency
- Change movements / direction – learn to stop and start
- **Begin to** confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group – *balls of different sizes, bean bags, hoops*
- Develop and refine a range of ball skills including: *throwing, catching, kicking*. **Begin to** work with a partner.
- Further develop the skills they need to manage the school day successfully: □ lining up □ mealtimes □ personal hygiene
- **Begin to** use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... *straight, upright, flat*
- **Begin to** talk about the different factors that support overall health and wellbeing □ regular physical activity □ healthy eating □ toothbrushing

### Fine Motor Skills

- Use a comfortable grip with good control when holding pens and pencils
- Consolidate tripod grip
- **Continue to** develop small motor skills so that they can use a range of tools competently, safely and confidently – crayons and pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
  - Develop confidence in use of tools through regular engagement ... *grip, steady, snip, twist, curve, straight*

Also see Real P.E Units – Fundamental Skills

All see EAD: Creating with Materials

### Gross Motor Skills

- **Continue to** refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping – galloping - skipping – climbing*
- **Begin to** progress towards a more fluent style of moving, with developing control and grace
- Develop overall body-strength, balance, co-ordination and agility
  - Travel along an obstacle course with some different heights
  - Hold a balance for a longer period of time
- Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
  - Obstacle courses
  - Travel in a variety of ways over apparatus
  - Copy and perform some dance / gymnastics movements
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
  - Make up games
  - Develop rules and scoring
- Further develop and refine a range of ball skills including: *passing, batting and aiming*
- **Begin to** participate in games with rules and targets [ *bean bags / skittles* ]
- Know and talk about an increasing range of different factors that support overall health and wellbeing □ regular physical activity □ healthy eating □ toothbrushing □ sleep □ sensible amounts of screen time □ being a safe pedestrian

### Fine Motor Skills

- Develop small motor skills so that they can use a range of tools competently, safely and confidently - pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- **Begin to** develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:
  - Effective pencil grip
  - Correct letter formation (see Writing)

Also see Real P.E Units – Fundamental Skills

All see EAD: Creating with Materials

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
  - Adjusting direction and speed quickly and with confidence
- Demonstrate strength, balance and coordination when moving
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
  - Move with confidence in a range of ways
  - Make changes to body shape, position and pace of movements
  - Perform a sequence of movements
- Demonstrate increasing control over small apparatus, including bats and balls
  - Participate in group games
  - follow rules, □ record scores
  - Make up games with peers and explain to others
- Understand and talk about the different factors that support overall health and wellbeing
  - Explain the importance of – (i) regular physical activity (ii) healthy eating (iii) toothbrushing (iv) sleep (v) sensible amounts of screen time (vi) being a safe pedestrian

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
  - Continue to develop handwriting style
  - Use effective tripod grip
- Use a range of small tools, including scissors, paint brushes and cutlery
  - Demonstrating good control and coordination when being creative e.g. weaving / threading / cutting
- **Begin to** show accuracy and care when drawing.
  - Use an effective pencil grip
  - Add increasing detail

Also see Real P.E Units – Fundamental Skills

All see EAD: Creating with Materials

## 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

### Spring

### Summer

## Learning Priorities: Linked to Development Matters 2021

### Reading: Comprehension / Word Reading

- **Begin to** retell simple stories and narratives using their own words and **some** recently introduced vocabulary.
  - name book parts □ recall key events ... *event, first, next, then, beginning, middle, end* □ Talk about main characters... *character*
- Continue to develop P1 phonological awareness, **focusing on**
  - Rhythm & rhyme □ alliteration (initial sounds) □ oral blending and segmenting ... *blending, segmenting, alliteration*
- Understand the five key concepts about print, with a focus on
  - left to right □ top to bottom □ return sweep □ word / letter □ one-to-one correspondence – *left, right, top, bottom, return sweep, word, letter, one-to-one*
- Read individual letters by saying the sounds for them
  - Phonics Bug Club - Secure P2 phonics ... *phonics, letter / s, phoneme, grapheme, alphabet*
- Blend sounds into words, so that they can read short words made up of known GPCs ... *letter, phoneme, blend*
  - P2 - VC words - simple CVC words ... *phoneme button / frame*
- **Begin to** read a few common exception words matched to the school's phonic programme
  - I, go, to, the, no, into ... *tricky words*
- **Begin to** read simple phrases / sentences ... *phrase, sentence*
  - Apply P2 GPC □ P2 common exception words
- Read guided reading books aligned to phonic knowledge / scheme
- **Begin to** re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

### Writing:

- Write name correctly □ Use correct letter formation
- Use some print and letter knowledge in early writing
- **Begin to** form some lower-case letters correctly
- **Begin to** spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... *phonics, spell, word*
  - initial sounds □ VC □ CVC words ... *phoneme mat / frieze*
- Write labels and lists with application of phonics ... *label, list*
- **Begin to** write captions and simple sentences focusing on ...
  - oral rehearsal □ vocabulary □ application of phonics – GPC / spelling some common exception words ... *caption, sentence*
- **With support begin to** re-read what they have written ...

### Reading: Comprehension / Word Reading

- **Begin to** with understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...*fiction, non-fiction, set*
  - Retell story in small world / role play (in correct sequence) ...*beginning, middle, end* □ Take on role of character using some story language □ Talk about likes and dislikes of texts, rhymes and poems □ Choose a book and begin to explain why ...*because*
- Name fiction book parts ... *front / back cover, author, illustrator*
- **Begin to** name some non-fiction parts of a book ... *contents page*
- **Begin to** anticipate **some** key events in stories ...*predict / prediction*
- Continue to develop P1 phonological awareness, focusing on oral blending and segmenting skills
- Say the sound for:
  - For each letter of the alphabet □ Double letters □ Consonant digraphs ...*digraph*
- Read words consistent with their phonic knowledge
  - Mid P3 □ CVC words, some with taught digraphs
- Read some common exception words matched to the school's phonic programme
  - he, she, me, be, we, was (*plus see Autumn words*)
- Read simple phrases / sentences linked to phonics knowledge
- Read guided reading books aligned to phonic knowledge
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

### Writing:

- Form most lower-case and some capital letter correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs
  - VC words □ simple CVC words □ CVC words with digraphs
- Write captions / phrases and write some simple sentences ...*sentence, capital letter, full stop,*
  - oral rehearsal □ vocabulary □ application of phonics – GPC / spelling some common exception words □ capital letter □ word spacing □ full stop
- **Begin to** write some fiction and non-fiction captions / sentences and read back what they have written

### Reading: Comprehension / Word Reading

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
  - Retell story in small world / role play (in correct sequence using story language) □ Take on role of characters using some story language □ Talk about likes and dislikes of texts, rhymes and poems
- Anticipate some key events in stories ...
- Talk about story events, story structure (*beginning, middle and end*), characters and settings in response to questions
- Answer a range of questions (*including some simple inferential and deductive questions*) with relevant comments
- Continue to consolidate concepts about print: □ Identify and name different parts of a book, including for non-fiction texts (e.g. *contents page, label, illustration, caption*) □ **Begin to** understand page numbers □ Know that a sentence starts with a capital letter and ends with a full stop
- Consolidate foundational phonics (phase 1) with a focus on the application of oral blending and segmenting
- Know and apply school's systematic synthetic phonics programme:
  - grapheme phoneme correspondence □ blending and segmenting skills □ high frequency words
- Read labels, captions and some simple sentences using current phonic knowledge (in line with school's phonics programme)
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

### Writing

- Form lower-case and some capital letter correctly
- Spell: □ CVC words, including with taught digraphs / trigraphs □ taught common exception words
- Write a sentence with
  - capital letter □ word spacing □ full stop
- **Begin to** compose a sequence of 2-3 simple sentences
- Re-read what has been written to make sure it makes sense



## 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: [Linked to Development Matters 2021](#)

#### Numerical Pattern / Number

- Recite numbers to 10
- Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... forwards, backwards
- Break counting chain (not always starting from 1)
- Talk about position ... before, after
- Count objects, actions and sounds
- Up to 5 – in context of □ daily routine □ sharing □ turn taking
- Count objects in an irregular arrangement
- Subitise 3 / 4 objects (quick recall without counting)
- Matching children to images in workshop areas
- Fast recognition of dice patterns
- Link the number symbol (numeral) with its cardinal number value to 5
- Compare quantities up to 5 ... more than, less than, fewer, who has one more / less
- Understand 'one more/less than' to 5
- Use sentence with support ... Three is one more than two
- Explore the composition of numbers to 5
- Recognise total is still the same
- Using variety of resources ... more, less, makes, equals altogether
- Begin to explore number bonds to 5
- Use a range of resources
- Understand how to use a flip flap to 5

#### Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Create shape picture ... consolidate ... 2D shape names
- Put shapes together to make new shape ... fit, turn
- Continue, copy and create repeating patterns
- Talk about pattern ... repeat, next, before, after, in between
- Begin to compare length, weight and capacity
- Order 2-3 items by length / weight ... heavier/est, lighter/est, longer/est, shorter/est

#### Numerical Pattern / Number

- Recite numbers to 20
- Backward from 10 and begin to recite backwards from 15
- Break counting chain (not always starting from 1 forwards or 10 backwards)
- Talk about position up to 5 and begin to talk about position up to 10
- Count objects, actions and sounds
- Up to 10, in context of □ daily routine □ sharing □ turn taking
- Count objects in an irregular arrangement
- Begin to estimate number of objects up to 10 then check by counting
- Subitise 5 objects (quick recall without counting)
- Link the number symbol (numeral) with its cardinal number value to 10
- Compare quantities up to 10
- Understand 'one more/less than' to 10
- Use sentence ... six is one more than five
- Begin to explore the composition of numbers to 10
- Recall number bonds to 5
- Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... altogether, more/now
- Find the total number of items (up to 10) in a group by adding away/subtraction, using a range of manipulatives ... left
- Begin to share, double and half up to 10 objects

#### Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Begin to compose and decompose shapes within practical activities
- Continue, copy and create repeating patterns
- Compare length, height, weight and capacity
- Order 2-3 items by capacity and height
- Begin to order and sequence familiar events
- Become familiar with a clock face and hands
- Measure short periods of time

#### Numerical Pattern / Number

- Have a deep understanding of number to 10 then 20, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

#### Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes within practical activities
- Continue, copy and create more complex repeating patterns
- Compare length, height, weight and capacity
- Measure and compare short periods of time

## UNDERSTANDING THE WORLD □ Past and Present (KS1: History)

**EYFS 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
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### Learning Priorities: [Linked to Development Matters 2021](#)

Autumn	Spring	Summer
<p><b>Chronology</b></p> <p><b>The Big Picture of Events Across Time:</b></p> <ul style="list-style-type: none"> <li>Understand, follow and <b>begin to</b> talk about the daily routine with the use of a visual timetable, using some time vocabulary – <i>after, next</i></li> <li><b>Begin to</b> understand, through a simple timeline, that some key festivals / celebrations take place at different times of the year – <i>birthday, Diwali, Harvest, Bonfire night, Hannukah, Christmas</i></li> </ul> <p><b>Sequence:</b></p> <ul style="list-style-type: none"> <li>Predict what might happen next within the daily routine and sequence some key events of the day – <i>before, later, after, next</i></li> <li><b>Begin to</b> develop an awareness of the sequence of the seasons across the year and talk about changes – <i>Summer into Autumn</i></li> <li><b>Begin to</b> sequence events in familiar stories – <i>beg / middle / end</i></li> </ul> <p><b>Duration:</b></p> <ul style="list-style-type: none"> <li><b>Begin to</b> recite the days of the week – <i>days of the week names</i></li> <li><b>Begin to</b> understand the structure of their week – <i>week, weekend, 7 days, school days</i></li> <li><b>Begin to</b> talk about the length of time until an event e.g., <i>their birthday</i></li> </ul> <p><b>Sense of period:</b></p> <ul style="list-style-type: none"> <li><b>Begin to</b> understand that parents / grandparents were once babies / toddlers – <i>past, long ago</i> (Own life story and family history)</li> <li>Comment on images of familiar situations in the past e.g. <i>When practitioners / Mum and Dad went to school [ shared photographs ]</i></li> </ul> <p><b>Own / Family History</b></p> <ul style="list-style-type: none"> <li><b>Continue to</b> make sense of their own life history and <b>begin to</b> develop an understanding of their family history <ul style="list-style-type: none"> <li>When I was a baby / parents / grandparents .... <i>younger, older, past, present</i> □ The people in my extended family .... <i>Grandparents, aunts, uncles, cousins</i> □ Special celebrations / events for family / different families..... <i>compare, similarities, differences</i> □ When I was in Nursery.... <i>past, younger</i></li> </ul> </li> </ul> <p><b>Figures / Characters, Settings and Events from the Past</b></p> <p><b>Begin to</b> talk about and become familiar with some characters and figures from the past, through rhymes and fictional stories set in the past and simple non-fiction texts – traditional texts</p> <p><b>Begin to</b> develop a sense of a 'long time ago' – <i>history, past</i></p>	<p><b>Chronology</b></p> <p><b>The Big Picture of Events Across Time:</b></p> <ul style="list-style-type: none"> <li>Understand, through a simple timeline, that some key festivals / celebrations take place at different times of the year and are annual – <i>birthday, Shrove Tuesday, Eid, Easter .... timeline, year ...</i></li> <li><b>Continue to</b> develop their understanding of past and present ... using timeline of events / floor books</li> </ul> <p><b>Sequence:</b></p> <ul style="list-style-type: none"> <li>Talk about and sequence the daily routine with accuracy and understanding – <i>first, next, later, after that, finally</i></li> <li><b>Continue to</b> develop an awareness of the sequence of the seasons across the year and talk about changes – <i>Winter into Spring</i></li> <li>Sequence events in familiar stories – <i>beg / middle / end</i></li> </ul> <p><b>Duration:</b></p> <ul style="list-style-type: none"> <li>Recite the days of the week</li> <li><b>Begin to</b> understand the difference between a day and week and talk about what happens on different days – <i>this week, next week, weekend, day, evening.</i> <ul style="list-style-type: none"> <li>□ Link to seed growing – creating a simple diary of events</li> </ul> </li> </ul> <p><b>Sense of period:</b></p> <ul style="list-style-type: none"> <li>Compare past events / experiences using class timeline</li> <li><b>Begin to</b> recognise change, similarities and differences over time – <i>change, grow, different, similar, younger, older, earlier, later</i> <ul style="list-style-type: none"> <li>□ self and other family members □ wild animals – baby to adult □ through the seasons</li> </ul> </li> </ul> <p><b>Own / Family History</b></p> <ul style="list-style-type: none"> <li><b>Continue to</b> develop their understanding of own life history and family history <ul style="list-style-type: none"> <li>When I started Reception ... <i>sharing floor books, time-line</i> □ Roles of their parents / grandparents in society – <i>past, present, job, occupation, younger, older</i> □ Events / celebrations over time – <i>time-line, photographs, sequence, Easter</i></li> </ul> </li> </ul> <p><b>Figures / Characters, Settings and Events from the Past</b></p> <p><b>Continue to</b> develop an awareness of different characters and figures from the past and <b>begin to</b> compare with their own life</p> <ul style="list-style-type: none"> <li><b>Begin to</b> compare some characters figures from the past – <i>long ago, time, different, similar, past, present, future</i></li> <li>Develop a sense of a 'long time ago' – <i>history, past</i></li> </ul>	<p><b>Chronology</b></p> <p><b>The Big Picture of Events Across Time:</b></p> <ul style="list-style-type: none"> <li>Understand and interact with a timeline representing the year in Reception, recalling key events / celebrations</li> <li>Be able to talk about events that happened in the past using prompts e.g. class floor book / timeline; photographs from home</li> </ul> <p><b>Sequence:</b></p> <ul style="list-style-type: none"> <li>Talk confidently about daily routine at home and school – <i>earlier, later, evening</i></li> <li>Use sequencing vocabulary when talking about events in stories or in their own lives e.g. trip to Farmer Ted’s</li> <li>Know and talk about the repeating sequence of the seasons</li> <li>Sequence and innovate events in familiar stories</li> </ul> <p><b>Duration:</b></p> <ul style="list-style-type: none"> <li>Recite the days of the week and <u>some</u> months of the year</li> <li>Understand the difference between a day and a week and <b>begin to</b> recognise longer periods of time - <i>school holiday, one / two weeks, month, year</i> <ul style="list-style-type: none"> <li>□ Link to caterpillar to butterfly growth – creating a simple diary of events</li> <li>□ Share home events</li> </ul> </li> </ul> <p><b>Sense of period:</b></p> <ul style="list-style-type: none"> <li>Recognise and talk about similarities and differences between the past and present <ul style="list-style-type: none"> <li>□ vehicles / emergency services</li> </ul> </li> </ul> <p><b>Own Family History</b></p> <ul style="list-style-type: none"> <li><b>Develop understanding of their</b> own life and family history and how they are different / similar to other people / families <ul style="list-style-type: none"> <li>My Reception year .....<i>time-line, learning journey, floorbooks</i> □ Family events / celebrations ... <i>sequence, similar, different, compare</i> □ Transition visit to year 1.....<i>future</i></li> </ul> </li> </ul> <p><b>Figures / Characters, Settings and Events from the Past</b></p> <ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books and read in class and storytelling <ul style="list-style-type: none"> <li>London □ Queen Elizabeth</li> </ul> </li> <li>Compare and contrast the lives of characters and figures from the past with their own lives <ul style="list-style-type: none"> <li>Queen Elizabeth</li> </ul> </li> <li>Continue to develop a sense of a 'long time ago' – <i>history, past</i></li> </ul>

## UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: R.E )

**EYFS 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
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### Learning Priorities: Linked to Development Matters

#### Self Awareness

- Continue to develop an awareness of self
  - Talk about some of the things that make them unique – *unique, special, body parts e.g., hair, skin, freckles* □ Talk about own likes and dislikes and begin to compare with others - *similar, different*

#### My Family and Other Families

- Continue to make connections between the features of their family and other families
  - Talk about their own family and what makes it unique □ Listen to others as they talk about their family □ Continue to develop their understanding of different types of families and begin to identify some similarities and differences □ Talk about own family customs and traditions – *celebrations, special* □ Imitate everyday actions / events from family life (domestic role play)

#### Friendships

- Make new friendships
  - Name friend /s □ Play collaboratively with a friend or group of friends □ Show awareness of friends likes / dislikes when playing

#### Different Cultures

- Begin to talk about similarities and difference between themselves and others
  - Appreciate their own physical features and compare with others
  - Talk about similarities and differences between themselves and others within the school and local community
- Develop an awareness that people and families have different beliefs and celebrate special times in different ways, through:
  - First hand experiences of own / family celebrations and their friends’ celebrations / special times – *culture, traditions, celebrations, believe* □ Visitors from the local community □ Non-fiction and fiction texts
- Recall the story of Christmas and explain why it is a special event linking to the birth of Jesus, the son of God
- Talk about the festival of Diwali and understand that it is celebrated by Hindus
- Name a Church and explain their own experiences
- Recognise a mandir and explain that Hindu’s worship here
- Begin to talk about people who are special / familiar to them

#### Self Awareness

- Gain a deeper awareness of self
  - Talk confidently about what makes them unique □ Talk about own likes and dislikes and similarities and differences with others □ Be sensitive to the choices and decisions of others
  - Begin to reflect - identify learning strengths and next steps

#### My Family and Other Families

- Talk about members of their immediate family and people who are familiar to them and their community and begin to make comparisons
  - Develop their awareness of different types of families in the local community and talk about some similarities / differences □ Remember and share family events / special times and make comparisons with others □ Imitate everyday life / special events from family life (domestic role play)

#### Friendships

- Develop friendships
  - Play collaboratively with a friend / s and maintain some friendships
  - Take into account and show respect for likes / dislikes of friends when playing

#### Different Cultures

- Continue to develop positive attitudes about the differences between people
  - Talk about similarities and differences between themselves and others within school / local community and beyond
- Continue to develop an awareness of the different beliefs and celebrations for people / families, through:
  - Comparing their own special times / events with others and talking about similarities and differences □ Texts / videos / photographs of people in the local / wider community
- Talk about special places they have travelled to with members of the family
- Continue to develop an awareness of special places for: □ their own family □ friends □ people in the local / wider community
- Name the celebration of Easter
- Name the celebration of Chinese New Year
- Name the celebration of Ramadan and what it means
- Name three festivals of Christmas, Diwali and Ramadan and can talk about their similarities and differences

#### Self Awareness

- Develop a deep awareness of self
  - Talk confidently about self and what makes them unique □ Compare own likes / dislikes with others and talk confidently about similarities and differences □ Show respect for the choices and decisions of others
  - Reflect and identify learning strengths and next steps

#### My Family and Other Families

- Talk about members of their immediate family, people who are familiar to them and their community and make comparisons
  - Identify similarities / differences between different families □ Talk about family customs and routines using some correct vocabulary
  - Imitate everyday life / special events from family life (domestic role play)

#### Friendships

- Develop friendships
  - Maintain friendships and play collaboratively □ Show respect for others when playing

#### Different Cultures

- Demonstrate positive attitudes and a deeper understanding of the differences between people
  - Talk about similarities between themselves and others, within the school / local community with developing appreciation and respect.
- Talk about and describe people who are familiar to them
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps
  - Know that there are (i) different countries (ii) in some countries people speak different languages
- Recognise that people have different beliefs and celebrate special times in different ways
- Understand that some places are special to members of their community - *places of worship e.g. church*
- Recognise the importance of reflection time within different faiths

## UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: Human Geography )

**EYFS 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.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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### Learning Priorities: **Linked to Development Matters**

#### Different Occupations

- **Continue to** show interest in different occupations and talk about them through:
  - Visits from school staff ....*School Site Manager, Lollipop person, School Cook* □ Visits from parents / grandparents □ Videos...*Doctors, Nurses, Farmer, Park Keeper* □ Texts and role play opportunities ... *Vet, Doctor, Teacher*

#### Local Environment / Different Places

- Become familiar with immediate learning space
  - Name and know the purposes of different learning spaces – indoors / outdoors □ What key learning can take place ... *Construction & Small World Area; Water Zone .... etc*
- Name and know the purposes of some important places around school – *office / hall / playground*
- Talk about where they live
  - Know their own address ...*town, village, street, road, city, map* □ Describe own home ...*names of rooms, garden* □ **Begin to** understand that friends / people live in different types of houses / homes ...*bungalow, flats*
- Know where school is located -
  - Find it on a simple map □ Study an aerial photograph – Our School from Above [ Kapow ] □ Compare to the school in the text, The Friendship Bench
- **Begin to** compare familiar features in
  - shops □ woodland / park ... *same / different / name key features* ...

#### Natural Phenomena

- Participate in Autumn walk around the school grounds
  - Observe / name / describe key changes .... *Weather conditions, seasons*
- **Begin to** know that there are different seasons ... *season, summer, autumn*
- Talk about the characteristics of autumn into winter

#### Different Occupations

- **Continue to** show interest in different occupations and talk about them through: □ Videos... *Fisherman, Marine Biologist, Safari Keeper, Vet*

#### Local Environment / Different Places

- Participate in walks around school grounds and the local community, including a visit to the library
  - Observe / name key features – natural / man-made □ Understand that different places and buildings in the local community have different purposes ...*shops, places of worship, library* □ Share first hand experiences of visiting different places / buildings
- **Begin to** know that there are different places / countries in the world through:
  - Rock Ferry is in the *United Kingdom* □ Where penguins live in the wild – *Antarctica, Australia, New Zealand...* □ Where wild animals live – *Africa*
- **Begin to** recognise similarities and differences between life in this country and in other countries
  - Natural features ..... *land, sea, ocean, beach* □ Animals ... *woodland animals / wild animals*
- Develop understanding of the need to respect and care for the natural environment
  - School grounds □ Look after the oceans / sea creatures
- Find out where plants / trees grow around school
- Draw a map of where and what is planted in the outdoor area

#### Natural Phenomena

- Participate in Winter and early Spring walks around the school grounds
  - Observe / name / describe key changes .... *weather, seasons*
- Know that there are different seasons ... *season, summer, autumn, winter, spring*
- Talk about the characteristics of winter and early spring

#### Different Occupations

- **Continue to** show interest in different occupations and talk about them through: □ Visits into school...*Bus Driver, Emergency Services* □ Videos... *Train Driver, Pilot* □ Texts and role play opportunities ...*Emergency services, shop keeper, Train / Bus Driver, Pilot*

#### Local Environment / Different Places

- Know the key features of a farm – visit to Farmer Ted’s *Farmyard, barns, pigsty, lambing pen*
- Know the key features of the seaside – Monterey Web Cam / quality texts, including revisit of The Friendship Bench in Au1 *Ocean, sea, beach, coral ...*
- Gather information from a simple map
  - Find places of interest □ Draw and create own maps using objects, pictures, symbols and signs and adding increasing details / features
- Describe a journey e.g. *to school, on holiday, visit to the farm*
  - Name different types of transport □ Directions / distance ... *far, near,* □ Name familiar places / features
- Explore different types of buses around the world
- Participate in summer walk around school / local community; visit to the farm
  - Observe and name key features of the environment, including those linked to journeys – *road / motorway / different building of interest* □ Make some comparisons
- Understand the importance of caring for the natural environment and living things
  - Recycling .....*Glass, Plastic, Card / paper, pollution* □ Saving energy □ **Begin to** understand human impact

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.

Life experiences...*food, houses, transport, clothing* □ Natural features .....*mountain, volcano, river, sea / ocean, island, forest, jungle, city* □ Animals.....*Wild animals – including ocean* □ Weather..... *sunny, warm, hot* Name different types of transport in this country and in other countries

#### Natural Phenomena

- Participate in summer walks around the school grounds
  - Observe / name / describe key changes .... *weather, seasons*
- Know that there are different seasons and **begin to** understand that they are in a cycle ... *season, summer, autumn, winter, spring*
- Talk about the characteristics of summer



## UNDERSTANDING THE WORLD □ Natural World (KS1: Science)

**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
<p><b>Learning Priorities: Linked to Development Matters 2021</b></p>		
<p><b>Living Things – Animals (including humans) and plants</b></p> <ul style="list-style-type: none"> <li>Identify, name and talk about different body parts <i>elbows, knee, eyebrows ...</i></li> <li>Explore how different body parts work .... <i>bend, stretch, point</i></li> <li>Explore five senses and <b>begin to</b> understand their purpose ... <i>look, hear, feel / touch, taste, smell</i></li> <li>Understand that humans grow - sequence baby to adult photographs. Talk about key changes ... <i>same / different / baby / toddler / child / adult</i></li> <li>Name different pets and some key features e.g. <i>paws, whiskers</i></li> <li><b>Begin to</b> find out about animals in contrasting local environments – pets at home / woodland animals, <i>nocturnal animals, animals who hibernate</i></li> <li>Know and understand key features of nocturnal animals .. <i>day, night, dusk, moon</i></li> <li><b>Begin to</b> recognise and name some familiar plants and animals in local environment .....<i>oak tree, squirrel, rabbits</i></li> <li><b>Begin to</b> understand the effects of changing seasons on the natural world around them <ul style="list-style-type: none"> <li>□ Trees – leaves changing colour / falling □ Falling conkers / acorns</li> <li>□ Animals.....<i>hibernate, woodland animals</i></li> </ul> </li> <li>Understand 'same' and 'different' linked to living things</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Use senses to explore the natural world, developing concentration and observational skills <ul style="list-style-type: none"> <li>⇒ Autumn objects....<i>leaves, conkers, acorns, sticks, pinecones</i></li> </ul> </li> <li>Compare natural materials and begin to talk about similarities, differences and patterns <ul style="list-style-type: none"> <li>⇒ Talk about likes / dislikes of different materials in and around the learning space</li> <li>⇒ Experiment with ways of grouping / sorting different objects by material and properties – sorting leaves / Autumn objects...<i>spikey, pointy, colours, shape, rough, smooth, bumpy</i></li> </ul> </li> <li>Begin to identify and name some different everyday materials <ul style="list-style-type: none"> <li>⇒ Linked to houses / recycled materials...<i>wood, metal, glass</i></li> </ul> </li> <li>Understand 'same' and 'different' linked to materials</li> </ul>	<p><b>Living Things – Animals (including humans) and plants</b></p> <ul style="list-style-type: none"> <li>Name different wild animals that live in cold and hot places – <i>penguins / whales / dolphins / polar bears / tigers</i></li> <li>Observe and talk about the different characteristics of each animal – <i>spots, stripes, wings, beak ...</i></li> <li>Name and talk about different habitats of animals in cold and hot place – <i>ocean, jungle, forest, mountains ...</i></li> <li>Discuss the contrasting environments in focus texts.... <i>Jungle, rainforest, forest, mountains, volcanoes, rivers, oceans</i> <ul style="list-style-type: none"> <li>□ Explore animals / plants in the different environments – name</li> </ul> </li> <li>Understand and know that some animals hibernate in Winter ... <i>hibernate, deep sleep</i></li> <li>Explore and talk about a variety of animal habitats and what animals need to survive..... <i>rainforest, jungle, food, water, coral reef</i></li> <li>Observe and <b>begin to</b> talk about the lifecycle of a seed / plant <ul style="list-style-type: none"> <li>□ Name key parts ... <i>seed, plant, stem ...</i> □ Name key elements to grow a plant ... <i>soil, seed, water, sun</i> □ Name key features of cycle of growth ... <i>seed, sprout, seedling, plant</i></li> </ul> </li> <li>Handle living things with care and talk about why this is important – plants / flowers</li> <li>Talk about what is the same and different about some plants / flowers</li> <li>Understand some important processes and changes in the natural world around them, including the seasons <ul style="list-style-type: none"> <li>□ Name the different seasons □ Observe and identify key characteristics of each season – Winter into Spring</li> </ul> </li> <li>Understand the need to respect and care for the natural environment and all living things</li> <li>Describe what they see, hear and feel whilst outside with increasing confidence and a wider range of vocabulary</li> </ul> <p><b>Materials / liquids</b></p> <ul style="list-style-type: none"> <li>Explore and talk about the properties of water <ul style="list-style-type: none"> <li>□ ice □ snow ... <i>hard, soft, freeze, melt</i></li> </ul> </li> <li><b>Begin to</b> explore materials and find some that are waterproof</li> </ul>	<p><b>Living Things – Animals (including humans) and plants</b></p> <ul style="list-style-type: none"> <li>Name different farm animals – mothers and babies</li> <li>Observe and talk about the life cycle of a caterpillar using some correct terminology ...</li> <li>Identify and name some mini beasts and animals that have wings <ul style="list-style-type: none"> <li>□ Name key features □ Make some comparisons</li> </ul> </li> <li>Name different sea life ... <i>turtle, pelican ...</i></li> <li>Understand what some different parts of animals are used for e.g. <i>wings, antennae, fins</i></li> <li>Understand the need to respect and care for the natural environment</li> <li>Handle living things with care</li> <li><b>Begin to</b> understand how plants and animals help each other</li> <li>Understand and talk about how to look after animals (sea creatures, wild animals, minibeasts) – <i>pollution, litter, recycle, plant trees</i></li> </ul> <p><b>Materials / liquids</b></p> <ul style="list-style-type: none"> <li>Explore materials that animals use in the natural habitat <ul style="list-style-type: none"> <li>□ Birds to build a nest</li> </ul> </li> <li><b>Begin to</b> name, explore, group and talk about the properties of different materials <ul style="list-style-type: none"> <li>□ wood □ plastic □ fabric □ metal</li> </ul> </li> <li><b>Begin to</b> sort and group different materials – recycling ... <i>plastic, glass, wood, tin</i></li> </ul>

**EXPRESSIVE ARTS & DESIGN:** □ Creating with Materials (KS1 Art & Design / DT)

**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
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**Learning Priorities: [Linked to Development Matters 2021](#)**

Autumn	Spring	Summer
<p><b>Visual Arts</b></p> <p><b>Drawing and painting</b></p> <ul style="list-style-type: none"> <li>To freely explore drawing and painting using a variety of different media and tools – 2D and 3D</li> <li>Use a variety of mark-makers with increasing control and efficiency</li> <li>In painting, <b>begin to</b> be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.</li> <li><b>Begin to</b> draw / paint with purpose, deciding what to draw before making marks</li> <li>Understand that you can draw through observation                     <ul style="list-style-type: none"> <li>□ self-portrait – looking in a mirror □ family – using a photograph □ favourite character – illustration</li> </ul> </li> <li>Explore what happens mixing primary colours to create secondary colours.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Block print with everyday object</li> <li>Understand how to print effectively using fine motor skills - to grip and press.</li> <li><b>Begin to</b> make considered patterns / pictures</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Freely explore a variety of materials                     <ul style="list-style-type: none"> <li>□ recycled □ weaving □ natural</li> </ul> </li> <li>Use scissors with increasing control, including zig-zag</li> <li>Learn to use a lightbox</li> <li>Explore different contrasting textures <i>e.g. rough, smooth.</i></li> <li>Use techniques (<i>e.g. folding, crunching, tearing and cutting</i>) to create different effect collage – Autumn</li> </ul> <p><b>Sculpture and Modelling</b></p> <ul style="list-style-type: none"> <li><b>Clay/Playdough:</b> 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>).                     <ul style="list-style-type: none"> <li>□ Use tools appropriately to roll, cut, flatten etc.</li> <li>* Make body, pet / character / diva light / decoration</li> </ul> </li> <li><b>Loose Parts:</b> Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc.</li> </ul> <p><b>Design Technology</b> Use observation skill and work as part of a small group to make / <b>begin to</b> develop an understanding of planning and sequencing a bench □ bread □ hibernation box</p>	<p><b>Visual Arts</b></p> <p><b>Drawing and painting</b></p> <ul style="list-style-type: none"> <li>To continue to freely explore drawing and painting using a variety of different media and tools – 2D and 3D</li> <li>Use a variety of mark-makers with increasing control and efficiency</li> <li>Draw / paint with purpose, deciding what to draw before making marks</li> <li>In painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.</li> <li>Continue to develop observational drawing skills, with a focus on noticing shape, form and pattern                     <ul style="list-style-type: none"> <li>□ self-portrait in winter clothes – looking in a mirror □ favourite character – illustration □ wild animals – photographs / small world resources □ plants and flowers – photographs / real □ natural objects</li> </ul> </li> <li>Explore using charcoal to draw</li> <li>Mix various shades of primary colours to create secondary colours and use these in artwork * See above 'observational drawings' ** Holi paintings</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Have own ideas for print making (<i>e.g. finding own everyday objects</i>), to experience a variety of shape, texture and pattern.</li> <li>Take rubbings from objects - tree bark</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage.</li> <li>Make repeating and irregular patterns.</li> </ul> <p><b>Sculpture and Modelling</b></p> <ul style="list-style-type: none"> <li><b>Clay/Playdough:</b> Combine pieces using different techniques 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>).</li> <li><b>Loose Parts:</b> Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control.</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>Use observation skill and work as part of a small group to make / develop an understanding of planning and sequencing                     <ul style="list-style-type: none"> <li>□ vegetable soup</li> </ul> </li> <li>Use PVA glue                     <ul style="list-style-type: none"> <li>□ Chinese lantern</li> </ul> </li> </ul>	<p><b>Visual Arts</b></p> <p><b>Drawing and painting</b></p> <ul style="list-style-type: none"> <li>To continue to freely explore drawing and painting using a variety of different media and tools – 2D and 3D</li> <li>Use a variety of mark-makers with increasing control and efficiency</li> <li>With independence, create drawings based on feelings, real / imaginative experiences and stories.</li> <li>Use drawing tools with care and increasing precision.</li> <li>Draw with increasing complexity and detail.</li> <li>Observe colour in nature and represent it in artwork; mixing colours to match what they see.</li> <li>Work collaboratively with other children, sharing ideas, resources and skills.</li> <li>Return to and build on previous learning, refining ideas and developing ability to represent them.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects                     <ul style="list-style-type: none"> <li>□ use irregular and repeating patterns</li> </ul> </li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Independently assemble different pieces to create a picture or pattern.</li> <li>Use imagination / observation, building on their previous learning, to represent their ideas.</li> </ul> <p><b>Sculpture and Modelling</b></p> <ul style="list-style-type: none"> <li><b>Clay/Playdough:</b> 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></li> <li><b>Loose Parts:</b> Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>Use observation skill and work as part of a small group to make / develop an understanding of planning and sequencing                     <ul style="list-style-type: none"> <li>□ different types of transport □ sandwiches for a party</li> </ul> </li> <li>Use a split pin □ a turtle □ a boat</li> </ul>

## EXPRESSIVE ARTS & DESIGN: □ Being Imaginative (KS1 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 2021

### Role Play ... also see EY2P guidance

To take part in simple pretend play, imitating real and past experiences and roles: The Domestic Role Play Area [ indoors ] New baby □ washing □ dressing □ feeding □ bedtime

Celebrations □ birthday party □ divali party □ Christmas

To begin to retell narratives and stories with others

Use a simple story maps

Props and resources

**Music / Performance** - See 'Sing Up' Scheme

**I've got a grumpy face** - 3 lessons Focus: Timbre, beat, pitch contour. Objectives: • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions.

**The sorcerer's apprentice** - 3 lessons Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Objectives: • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing.

**Witch, witch** - 3 lessons Focus: Call-and-response, pitch (la-so-mi-do), timbre. Objectives: • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song.

**Row, row, row your boat** - 3 lessons Focus: Beat, pitch (step/leap), timbre. Objectives: • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments.

### Role Play ... also see EY2P guidance

To take part in simple pretend play, imitating real and past experiences and roles: The Domestic Role Play Area [ indoors ] Fix it Time □ different occupations - Healthy Living □ eating □ exercise

To retell narratives and stories with others

Use a simple story maps

Props and resources

To begin to invent and adapt some familiar stories

**Music / Performance** - See 'Sing Up' Scheme

**Bird spotting: Cuckoo polka** - 3 lessons Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music.

**Shake my sillies out** - 3 lessons Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: • Create a sound story using instruments to represent different animal sounds/movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions

**Up and down** - 3 lessons Focus: Pitch contour rising and falling, classical music. Objectives: • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch.

**Five fine bumble bees** - 3 lessons Focus: Timbre, tempo, structure (call-and-response), active listening. Objectives: • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance.

### Role Play .... also see EY2P guidance

To take part in simple pretend play, imitating real and past experiences and roles: The Domestic Role Play Area [ indoors ] The New Puppy □ visiting the vets Holiday Time □ planning □ packing

Begin to retell narratives and stories with others

Use a simple story maps

Props and resources

To invent and adapt some familiar stories

**Music / Performance** - See 'Sing Up' Scheme

**Down there under the sea** - 3 lessons Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives: • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement.

**It's oh so quiet** - 3 lessons Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives: • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles

**Slap clap clap** - 3 lessons Focus: Music in 3-time, beat, composing and playing. Objectives: • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner

**Bow, bow, bow Belinda** - 3 lessons Focus: Beat, active listening, instrumental accompaniment. Objectives: • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.