



# Reception Curriculum Overview

A progressive curriculum that covers essential knowledge, understanding and skills to ensure children make progress in their learning

To provide the best possible curriculum for our children we have used the following documents:

- Development Matters
- Master the Curriculum
- White rose & Power maths guidance
- Alphablocks
- NCETM Progression document
- The Phonics Lady (Nursery)
- Discovery RE
- Charanga Music
- Jigsaw
- Academy Data to identify priorities for the academic year ahead

- Consideration has been given to the knowledge and skills children need to be successful as they progress through Reception and into Year 1. Children will be guided by the Characteristics of Teaching and Learning and the 15 Experts of Learning
- Although the LTP covers all the statutory knowledge and skills, each academy has ensured that they have tailored their individual academy plan to meet the needs and priorities of the school context and community.
- The curriculum will be delivered through overarching themes, personal to each academy. Teaching and learning will be delivered through weekly planning and driven by assessment and next steps.
- Priorities identified for individual academies can be found under the heading, “Learning Priorities”, at the start of each section. These priorities are linked to previous data and the needs of the children.
- The consolidation and revisiting of key knowledge and skills will be through continuous and enhanced provision.

**Experts of Learning-** Our goals are to ensure we develop the knowledge and skills children need to become the following experts before the end of Reception

<p>To become a</p> <p><b>Confident Communicator</b> who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>	<p>To become an</p> <p><b>Independent Individual</b> who can follow our school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p><b>Fantastic Friend</b> who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p>	<p>To become an</p> <p><b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.</p>	<p>To become a</p> <p><b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (e.g. scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>
<p>To become a</p> <p><b>Brilliant Bookworm</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a</p> <p><b>Wow Writer</b> who can write with a purpose, write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>	<p>To become a</p> <p><b>Master of Maths</b> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>	<p>To become a</p> <p><b>Compassionate Citizen</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some similarities and differences between place</p>	<p>To become an</p> <p><b>Exceptional Explorer</b> who can help to look after their community and care for the environment, know some reasons why our community is special and have an awareness of other people's cultures and beliefs.</p>
<p>To become a</p> <p><b>Super Scientist</b> who can use their senses to observe and explore changes in the natural world and begin to use early scientific language to make predictions and ask questions</p>	<p>To become a</p> <p><b>Heroic Historian</b> who can reflect on their own experiences, use stories and artefacts to understand some differences between times and recognise some famous individuals</p>	<p>To become a</p> <p><b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>	<p>To become a</p> <p><b>Dynamic Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p>	<p>To become a</p> <p><b>Budding Baker</b> who can showcase their culinary skills through cooking and baking, builds a knowledge of food and healthy choices, observes changes.</p>

# Reception Curriculum

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	<b>Me and my Family</b>	<b>Autum Explorers</b>	<b>Ready Steady Go</b>	<b>Animals around the world</b>	<b>Down at the bottom of the garden</b>	<b>Once upon a time</b>
<b>Texts:</b> As well as these texts linked to the theme, key books from the books spine and traditional tales will be used	I love you blue kangaroo Measuring me All are welcome The colour monster goes to school The Lion inside	Owl babies Stick man Gruffalo Leaf Thief Pat and Cyril Pumpkin Soup Olivers Vegetables Tidy	Lost and found Handa's surprise The Journey Home How to Catch a Star You Can't take an Elephant on the bus Here we are Baby goes to Market	Poo in the Zoo Someone swallowed Stanley Augustus and his smile Blown Away The Terrible Greedy Fossifoo The ugly five Who's egg is this?	Tad The girl who loves bugs Bog baby Oi Frog Jack and the beanstalk	Goldilocks and the three bears Gingerbread man Little red riding hood There is no dragon in this story The three billy goats gruff
<b>Trips/Visitors Enrichments</b>	Invite parents in from different cultures to talk about their families/culture. People who help us- police, fire, nurse, shopworker etc.				Caterpillars Lion learners visit	
<b>Celebrations / Festivals / Special Events</b>	Black History Month Harvest Festival 6 <sup>th</sup> October Halloween 31 <sup>st</sup> October	Diwali 1 <sup>st</sup> November Bonfire Night 5 <sup>th</sup> November Remembrance 11 <sup>th</sup> November World Nursery Rhyme Week 11-15 <sup>th</sup> November Anti-Bullying week 11-15 <sup>th</sup> November Christmas December 25 <sup>th</sup> New Year 31 <sup>st</sup> December	Chinese /Lunar New Year 29 <sup>th</sup> January  Children's mental health week 3-9 <sup>th</sup> February Internet safety day 11 <sup>th</sup> February Valentines Day 14 <sup>th</sup> February	Shrove Tuesday 4 <sup>th</sup> March World Book Day 6 <sup>th</sup> March Mother's Day 30 <sup>th</sup> March Easter Sunday 20 <sup>th</sup> April		Father's Day 15 <sup>th</sup> June

## COMMUNICATION & LANGUAGE:

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.

### Learning Priorities for WPA

- Communication and Language will continue to be a focus for the Autumn Term.
- Voice 21 will continue to develop across the EYFS.
- Launchpad for Literacy will be used as an intervention as needed.
- Speaking and listening groups will be set up and monitored moving forward.
- We will continue to use widget labels around the environment to assist the children.
- SEND provision will be provided ensuring all children receive quality first teaching.

Area	Autumn	Spring	Summer
<p><b>Listening, Attention and Understanding</b></p> <p>To become a <b>Confident Communicator</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....</p> <p>To know (knowledge)</p> <p>To understand (understanding)</p> <p>To be able to (which could be 'I can') (skill)</p>	<p><b>To understand a question or instruction that has two parts</b></p> <ul style="list-style-type: none"> <li>○ To understand Daily routines e.g. tidy up time, challenges... <i>instruction</i></li> <li>○ To understand 'why' questions</li> </ul> <p><b>To know how to listen carefully and understand why listening is important</b></p> <ul style="list-style-type: none"> <li>○ To know how to listen</li> <li>○ To understand why it is important</li> </ul> <p><b>To be able to begin to engage in story time</b></p> <ul style="list-style-type: none"> <li>○ To be able to join in with repeated refrains</li> <li>○ To be able to fill in rhyming words</li> </ul> <p><b>To be able to listen to and talk about stories to build familiarity and understanding</b></p> <ul style="list-style-type: none"> <li>○ To be able to discuss characters, events, setting ... <i>character, happened</i></li> <li>○ To be able to read books aloud</li> <li>○ To be able to link events in a story to their experiences</li> </ul>	<p><b>To be able to develop holding a conversation when engaged in back-and-forth exchanges with teachers and peers.</b></p> <ul style="list-style-type: none"> <li>○ To understand how to hold a conversation in everyday situations</li> </ul> <p><b>To be able to listen carefully to and learn rhymes, poems and songs</b></p> <ul style="list-style-type: none"> <li>○ To understand what a rhyme is</li> <li>○ To understand what a poem is</li> <li>○ To know some songs.</li> </ul> <p><b>Continue to learn and understand new vocabulary</b></p> <ul style="list-style-type: none"> <li>○ To be able to listen to daily routines</li> <li>○ To be able to listen to discussions about objects linked to theme</li> <li>○ To be able to talk about picture cards. Look at an object and focus on colour, shape, taste, smell, look, and feel.</li> </ul> <p><b>To know how to listen to and talk about stories. To be able to build familiarity and understanding</b></p> <ul style="list-style-type: none"> <li>○ To understand repetition of favourite stories in small groups</li> <li>○ To be able to use different voices for different characters/narrators</li> <li>○ To be able to practice possible conversations between characters</li> </ul>	<p><b>To be able to confidently hold conversations in any situation.</b></p> <ul style="list-style-type: none"> <li>○ To be able to articulate needs and wants with unfamiliar adults</li> <li>○ To be able to confidently hold conversations with peers and adults</li> </ul> <p><b>To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</b></p> <ul style="list-style-type: none"> <li>○ To be able to confidently use listening skills and express understanding</li> <li>○ To be able to listen with increased concentration for a sustained period of time</li> <li>○ To be able to ask questions using a range of question words e.g. why, when, how, what and where.</li> </ul> <p><b>To be able to confidently listen to and talk about stories to build familiarity and understanding</b></p> <ul style="list-style-type: none"> <li>○ To be able to take on longer roles in imaginative play</li> <li>○ To be able to interact and negotiate with people in longer conversations</li> <li>○ To be able to talk about the plot and the main problem</li> </ul>

	<p><b>To be able to begin to listen carefully to rhymes and songs and begin to pay attention to how they sound</b></p> <ul style="list-style-type: none"> <li>○ To be able to learn rhymes, songs &amp; poems</li> <li>○ To be able to anticipate words and <b>begin</b> to adapt phrases (<i>with support</i>)</li> <li>○ To be able to say words clearly and emphasise words clearly so word boundaries are clear.</li> </ul>	<p><b>To understand how to listen to and talk about non-fiction books. To be able to develop a familiarity with new knowledge and vocabulary</b></p> <ul style="list-style-type: none"> <li>○ To be able to listen to non-fiction books</li> <li>○ To be able to select books containing photographs and pictures</li> </ul> <p><b>To begin to understand humour</b></p> <ul style="list-style-type: none"> <li>○ To understand nonsense rhymes / jokes are funny</li> <li>○ To understand why things are funny when listening to a story</li> </ul>	<p><b>To be able to confidently make comments about what I have heard and ask questions to clarify my understanding</b></p> <p><b>To be able to confidently hold conversation when engaged in back-and-forth exchanges with my teacher and peers.</b></p> <ul style="list-style-type: none"> <li>○ To be able to talk to others during role play and involve others in my play</li> <li>○ To be able to talk to others during PE</li> </ul> <p><b>To understand and be able to respond to humor more readily e.g. nonsense rhymes/jokes</b></p> <ul style="list-style-type: none"> <li>● To be able to listen to and respond appropriately to an adults request</li> </ul> <p><b>To be able to listen carefully to rhymes and songs, paying attention to how they sound.</b></p> <ul style="list-style-type: none"> <li>○ To be able to choose their favourite poem, song or rhyme</li> <li>○ To be able to clap out the beat structure.</li> <li>○ To be able to recreate the sounds</li> </ul>
<p><b>Speaking</b></p> <p>To become a <b>Confident Communicator</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p><b>To be able to use new vocabulary throughout the day</b></p> <ul style="list-style-type: none"> <li>○ To be able to use words and phrases relevant to the area being taught</li> <li>○ To understand what has been said to them</li> <li>○ To be able to ask questions after instructions to clarify understanding</li> </ul> <p><b>To be able to begin to articulate my ideas and thoughts in well-formed sentence</b></p> <ul style="list-style-type: none"> <li>○ To be able to build sentences using new vocabulary by rephrasing what they say and structure their responses using sentence starters</li> </ul> <p><b>To be able to begin to connect one idea or action to another using a range of connectives... <i>because, although, but when ...</i></b></p>	<p><b>To be able to continue to use new vocabulary in different contexts</b></p> <p><b>To be able to develop using wider vocabulary in talk</b></p> <ul style="list-style-type: none"> <li>○ To be able to continue to use new vocabulary in different contexts and use it repeatedly throughout the week.</li> </ul> <p><b>To be able to ask questions to find out more and to check I understand what has been said to me</b></p> <ul style="list-style-type: none"> <li>○ To be able to clarify understanding</li> </ul> <p><b>To understand how to articulate my ideas &amp; thoughts in well-formed sentences</b></p> <ul style="list-style-type: none"> <li>○ To be able to answer open ended questions</li> </ul> <p><b>To understand how connecting one idea or action to another using a range of connectives e.g and, because, so, but</b></p>	<p><b>To be able to confidently participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</b></p> <ul style="list-style-type: none"> <li>● To be able to listen to and imitate new vocabulary</li> <li>● To be able to speak in sentences or short phrases using new vocabulary</li> <li>● To be able to make relevant comments or answer questions based on new vocabulary</li> </ul> <p><b>To be able to confidently offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</b></p> <ul style="list-style-type: none"> <li>○ To be able to explain how changes occur</li> <li>○ To be able to think out loud about how to work things out</li> </ul>

	<p><b>To be able to begin to describe events in some detail</b></p> <ul style="list-style-type: none"> <li>○ To be able to share family and personal news</li> </ul> <p><b>To be able to begin to develop social phrases</b></p> <ul style="list-style-type: none"> <li>○ Routines of the day ... greetings,</li> <li>○ How are you?</li> <li>○ Friendship ... Would you like to...?</li> </ul> <p><b>To be able to begin to retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words</b></p> <ul style="list-style-type: none"> <li>○ To be able to retell stories I have heard.</li> </ul>	<p><b>To know how to describe events in some detail</b></p> <ul style="list-style-type: none"> <li>○ To be able to retell a familiar event and begin to use the past tense more accurately</li> </ul> <p><b>To be able to use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen</b></p> <ul style="list-style-type: none"> <li>○ I think this might work....</li> <li>○ I'll try it this way..</li> <li>○ I wonder what would happen if...</li> <li>○ Can you help me with..?</li> </ul> <p><b>To understand some social phrases with confidence</b></p> <ul style="list-style-type: none"> <li>○ Can I join in with your game?</li> <li>○ Can I have a turn next?</li> <li>○ Can you show me how to do that?</li> <li>○ Can I help you?</li> <li>○ Are you upset?</li> </ul> <p><b>To be able to become more confident at retelling a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</b></p> <ul style="list-style-type: none"> <li>○ To be able to retell stories using props</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to use problem solving words and phrases to use in their explanations e.g 'so that' 'because' 'I think that' 'you could' 'it might be'</li> </ul> <p><b>To be able to confidently describe events in some detail</b></p> <ul style="list-style-type: none"> <li>○ To be able to use sequencing words with emphasis to retell a story/event</li> <li>○ To know that events/ideas/instructions need to be in the right order.</li> </ul> <p><b>To be able to connect one idea to another using a range of connectives</b></p> <ul style="list-style-type: none"> <li>○ To be able to narrate events and actions linked to everyday events</li> <li>○ To be able to extend thinking in everyday situations and play</li> </ul> <p><b>To be able to confidently express my ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</b></p> <ul style="list-style-type: none"> <li>○ To be able to express myself in full sentences</li> <li>○ To be able to build confidence to speak in front of peers to explain their ideas/understanding</li> </ul> <p><b>To be able to confidently use social phrases</b></p> <ul style="list-style-type: none"> <li>○ Can I join in with your game?</li> <li>○ Can I have a turn next?</li> <li>○ Can you show me how to do that?</li> <li>○ Can I help you?</li> <li>○ Are you upset?</li> </ul> <p><b>To be able to confidently retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words</b></p> <ul style="list-style-type: none"> <li>○ To be able to retell stories using props and resources and puppets</li> </ul>
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**PSED: □ Self-Regulation □ Managing Self □ Building Relationships**

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.

<b>Learning Priorities for WPA</b>	<ul style="list-style-type: none"> <li>○ PSED will be a big focus for WPA, particularly during the Autumn term as children come in way below expected</li> <li>○ Children enter school without having toilet training or knowing how to eat properly.</li> <li>○ Some children are less independent and need extra support to develop in these areas.</li> <li>○ Staff will be working hard to ensure children become more independent and close the gap as much as possible in the first term</li> </ul>
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Area	Autumn	Spring	Summer
<p><b>Self-regulation</b></p> <p>To become an <b>Independent Individual</b> &amp; a <b>Fantastic Friend</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p><b>To be able to begin to express feelings and consider the feelings of others</b></p> <ul style="list-style-type: none"> <li>○ To be able to Identify and name emotions ... <i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i></li> <li>○ To be able to link book character’s emotion to own experiences ... <i>expression, mood, feeling/emotion</i></li> </ul> <p><b>To be able to begin to set own goals and show resilience and perseverance in the face of challenge</b></p> <ul style="list-style-type: none"> <li>○ To be able to share goals with a friend</li> </ul> <p><b>To know how to identify and moderate own feelings socially and emotionally</b></p> <ul style="list-style-type: none"> <li>○ Focus on □ keeping <i>calm</i> □ being <i>patient</i> □ waiting for a <i>turn</i> □ <i>sharing</i> □ tidying up after themselves</li> <li>○ Children recognize their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</li> </ul>	<p><b>To understand how to express feelings and consider the feelings of others</b></p> <ul style="list-style-type: none"> <li>○ To be able to model positive behaviour</li> <li>○ To be able to express my feelings if I feel hurt or upset, using descriptive language.</li> </ul> <p><b>To understand how to set own goals and show resilience and perseverance in the face of challenge</b></p> <ul style="list-style-type: none"> <li>○ To be able to recognize their personal achievements.</li> <li>○ To be able to tell each other about their work and play.</li> </ul> <p><b>To be able to identify and moderate own feelings socially and emotionally</b></p> <ul style="list-style-type: none"> <li>○ To be able to think about my own feelings and those of others by giving explicit example of how others might feel in particular scenarios.</li> </ul> <p><b>To understand and think about the perspectives of others</b></p> <ul style="list-style-type: none"> <li>○ To be able to talk about the ideas arising from stories/discuss challenges, explaining how the different characters feel about these challenges and overcome them.</li> </ul>	<p><b>To be able to confidently express feelings and consider the feelings of others</b></p> <ul style="list-style-type: none"> <li>○ To be able to show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly with a little support</li> <li>○ To be able to set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate</li> <li>○ To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>○ To be able to undertake specific activities that encourage talk about feelings and their opinions.</li> <li>○ To be able to explain to others what I thought about a problem or an emotion and how I dealt with it.</li> </ul> <p><b>To be able to talk with others to solve conflicts.</b></p> <ul style="list-style-type: none"> <li>○ To be able to help find solutions to conflicts and rivalries ... <i>fair, agree, turns, together, share</i></li> <li>○ To know how to compromise and negotiate to solve problems                             <ul style="list-style-type: none"> <li>○ To be able to use □ book talk □ puppets □ real life experiences</li> </ul> </li> </ul>
<p><b>Managing self</b></p> <p>To become an</p>	<p><b>To be able to begin to manage my own self-care needs ...</b></p> <ul style="list-style-type: none"> <li>○ <i>fasten</i></li> </ul>	<p><b>To understand how to develop and manage my own self-care needs</b></p> <ul style="list-style-type: none"> <li>○ To be able to show increasing independence</li> </ul>	<p><b>To be able to confidently manage my own needs</b></p> <ul style="list-style-type: none"> <li>○ To be able to manage their own basic hygiene and personal needs, including dressing, going</li> </ul>

<p><b>Independent Individual &amp; a Fantastic Friend</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<ul style="list-style-type: none"> <li>○ To be able to show independent use of <input type="checkbox"/> zips <input type="checkbox"/> buttons <input type="checkbox"/> coats <input type="checkbox"/> shoes</li> <li>○ To be able to support good hygiene such as washing hands before snack/lunch.</li> <li>○ To be able to know the importance of 5 a day at snack time.</li> <li>○ To be able to have good personal hygiene such as handwashing after toileting.</li> </ul> <p><b>To be able to begin to try new activities and show independence</b></p> <ul style="list-style-type: none"> <li>○ To be able to develop confidence to access all types of enhancements (indoors &amp; outdoors)</li> </ul> <p><b>To be able to begin to talk about the different factors that support my overall health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>○ To know about toothbrushing – importance and how ... <i>clean, decay</i></li> <li>○ To be able to talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i></li> </ul>	<p>of changing for PE/ organizing own clothes into a neat pile/increasing independence with buttons</p> <ul style="list-style-type: none"> <li>○ To be able to know and talk about the different factors that support their overall health and wellbeing: <input type="checkbox"/> sensible amounts of ‘screen time’ <input type="checkbox"/> having a good sleep routine <input type="checkbox"/> being a safe pedestrian <input type="checkbox"/> regular physical activity</li> </ul> <p><b>To be able to develop the confidence to try new activities and show independence</b></p> <ul style="list-style-type: none"> <li>○ To be able to develop confidence to access all types of enhancements (indoors &amp; outdoors)</li> </ul>	<p>to the toilet and understanding the importance of healthy food choices.</p> <ul style="list-style-type: none"> <li>○ To be able to use picture books and other resources to explain the importance of a healthy lifestyle</li> </ul> <p><b>To be able to try new activities and show independence, resilience and perseverance in the face of challenge</b></p> <ul style="list-style-type: none"> <li>○ To be able to develop problem solving skills by talking through how they you and others resolved a problem or difficulty.</li> <li>○ To be able to explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>
<p><b>Building relationships</b></p> <p>To become an <b>Independent Individual &amp; a Fantastic Friend</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p><b>To be able to see myself as a valuable individual</b></p> <ul style="list-style-type: none"> <li>○ To be able to describe self, positively ... <i>proud, special, love (use books: ‘Happy in Our Skin’ &amp; ‘My Hair’)</i></li> </ul> <p><b>To know how to build constructive and respectful relationships</b></p> <ul style="list-style-type: none"> <li>○ To be able to use social language to develop friendships see CL</li> <li>○ To be able to follow instructions, with high levels of support when necessary.</li> <li>○ To be able to listen to each other as well as staff</li> </ul>	<p><b>To be able to see myself as a valuable individual and understand my talents</b></p> <ul style="list-style-type: none"> <li>○ To be able to begin to understand own strengths and talents</li> <li>○ To be able to develop an awareness of own interests</li> <li>○ To be able to build self- confidence and self esteem</li> </ul> <p><b>To understand how to build constructive and respectful relationships</b></p> <ul style="list-style-type: none"> <li>○ To be able to widen friendship groups/developing stronger friendships</li> <li>○ To be able to listen to each other and respect what they say and act upon it</li> <li>○ Friendship groups as well as other groupings</li> <li>○ Children help, listen and support each other.</li> </ul>	<p><b>To be able to see myself as a valuable individual and know the following</b></p> <ul style="list-style-type: none"> <li>○ To know my own strengths and talents</li> <li>○ To know my own interests</li> </ul> <p><b>To be able to confidently build constructive and respectful relationships</b></p> <ul style="list-style-type: none"> <li>○ To be able to work and play cooperatively and take turns with others</li> <li>○ To be able to form positive attachments to adults and friendships with peers</li> <li>○ To be able to show sensitivity to their own and to others’ needs.</li> </ul> <p><b>To be able to Continue to see self as a valuable individual</b></p>

**PHYSICAL DEVELOPMENT:**

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.

<b>Learning priorities for WPA</b>	<ul style="list-style-type: none"> <li>○ Fine motor skills will be a focus and will be provided throughout the enhanced provision.</li> <li>○ Dough Disco and Funky Fingers activities will be carried out daily.</li> <li>○ Children will develop their proficiency, control and confidence.</li> </ul>
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Area	Autumn	Spring	Summer
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<p><b>Gross Motor Skills</b></p> <p>To become an <b>Amazing Athlete</b> &amp; a <b>Talented Tool User</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p><b>To be able to revise and refine the fundamental movement skills I have already acquired:</b> - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p> <ul style="list-style-type: none"> <li>○ To be able engage in and develop confidence in actions</li> <li>○ To be able to take part in regular practising of physical skills such as lifting, carrying, pushing, construction, stacking and climbing.</li> <li>○ To be able to create low pressure zones where less confident children can practise movement skills on their own, or with one or two others.</li> </ul> <p><b>To be able to develop overall body-strength, balance, co- ordination and agility.</b></p> <ul style="list-style-type: none"> <li>○ To be able to use the above actions, within the obstacle courses ... <i>balance, obstacle, spatial, prepositions</i></li> <li>○ To be able to set my own physical challenge ... <i>challenge, goal</i></li> <li>○ To be able to use range of wheeled resources for children to balance, sit or ride on, or pull and push.</li> </ul> <p><b>To be able to develop overall body-strength, balance, co-ordination and agility.</b></p> <ul style="list-style-type: none"> <li>○ To know that high activity and getting out of breath several times a day is part of exercise</li> </ul> <p><b>To be able to begin to use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ...</b></p> <ul style="list-style-type: none"> <li>○ To know correct posture.</li> </ul>	<p><b>To be able to refine the fundamental movement skills I have already acquired:</b> - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p> <p><b>To be able to progress towards a more fluent style of moving, with developing control and grace</b></p> <ul style="list-style-type: none"> <li>○ To be able to provide regular opportunities to practice movement skills alone and with others.</li> </ul> <p><b>To be able to understand my overall body-strength, balance, co-ordination and agility.</b></p> <ul style="list-style-type: none"> <li>○ To know that high activity and getting out of breath several times a day is part of exercise</li> <li>○ To be able to spin, rock, tilt and fall.</li> </ul> <p><b>To know how to develop my core muscle strength and achieve a good posture when sitting at a table or sitting on the floor.</b></p> <p><b>To be able to combine different movements with ease and fluency</b></p> <ul style="list-style-type: none"> <li>○ To be create increasingly challenging obstacle courses with different heights and different movements required to complete it.</li> </ul> <p><b>To be able to confidently use a range of large and small apparatus indoors and outside, alone and in a group</b></p> <ul style="list-style-type: none"> <li>○ To be able to use a wide range of equipment.</li> </ul>	<p><b>To be able to perform all movement skills they have already acquired:</b> - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p> <p><b>To be able to use a more fluent style of moving, with developing control and grace.</b></p> <ul style="list-style-type: none"> <li>○ To be able to include movements in balance and stillness.</li> <li>○ To be able to negotiate space and obstacles safely, with consideration for themselves and others</li> </ul> <p><b>To be able to combine different movements with ease and fluency</b></p> <ul style="list-style-type: none"> <li>○ To be able to perform precision and accuracy when beginning and ending movements</li> </ul> <p><b>To be able to confidently demonstrate strength, balance and coordination when playing</b></p> <ul style="list-style-type: none"> <li>○ To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>To be able to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</b></p> <ul style="list-style-type: none"> <li>○ To be able to use a wide range of equipment.</li> <li>○ To be able to provide opportunities for quick changes of speed.</li> </ul>
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	<p><b>To be able to use a range of large and small apparatus indoors and outside, alone and in a group</b></p> <ul style="list-style-type: none"> <li>○ To know how to use a wide range of equipment.</li> <li>○ To be able to perform quick changes of speed</li> </ul> <p><b>To know and refine a range of ball skills including <i>passing, batting and aiming</i></b></p> <ul style="list-style-type: none"> <li>○ To be able to begin to bat, pat and hit and aim a ball modelling how to do this and giving children time to practice it.</li> </ul>	<p><b>To be able to further develop and refine a range of ball skills including <i>passing, batting and aiming</i></b></p> <ul style="list-style-type: none"> <li>○ To be able to develop ball skills with a range of balls.</li> </ul>	<p><b>To be able to show confidence, competence, precision and accuracy when engaging in activities that involve a ball.</b></p> <ul style="list-style-type: none"> <li>○ To know the rules of team games and consolidated ball skills.</li> </ul>
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<p><b>Fine Motor Skills</b></p> <p>To become an <b>Amazing Athlete</b> &amp; a <b>Talented Tool User</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p><b>To be able to use a comfortable grip with good control when holding pens and pencils</b></p> <ul style="list-style-type: none"> <li>○ To be able to consolidate a tripod grip</li> </ul> <p><b>To be able to show accuracy and care when drawing.</b></p> <p><b>To be able to develop small motor skills so I can use a range of tools competently, safely and confidently.</b></p> <p><b>To be able to know and suggest some tools:</b></p> <ul style="list-style-type: none"> <li>○ To know that pencils are for drawing and writing. To know what paintbrushes, scissors, knives, forks and spoons are used for</li> </ul>	<p><b>To begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:</b></p> <p>To be able to use effective pencil grip To be able to use correct letter formation (see Writing)</p> <p><b>To be able to further develop small motor skills so that I can use a range of tools competently, safely and confidently.</b></p> <p><b>To understand and suggest tools:</b></p> <ul style="list-style-type: none"> <li>○ To know that pencils are for drawing and writing, and what paintbrushes, scissors, knives, forks and spoons are used for</li> <li>○ To be able to develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i></li> </ul>	<p><b>To be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</b></p> <p><b>To be able to confidently use a range of small tools, including scissors, paint brushes and cutlery</b></p>
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**LITERACY:** □ Reading - Comprehension □ Reading - Word Reading □ Writing

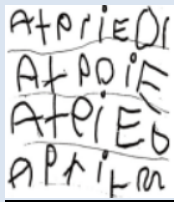
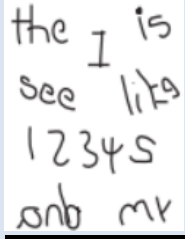
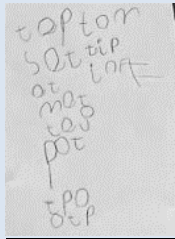

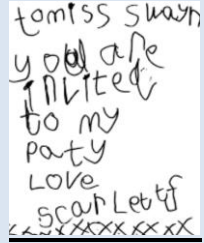

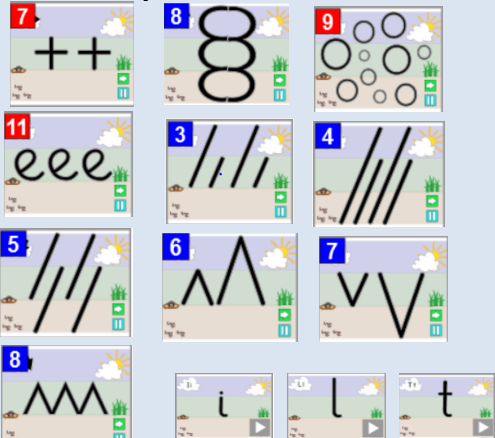

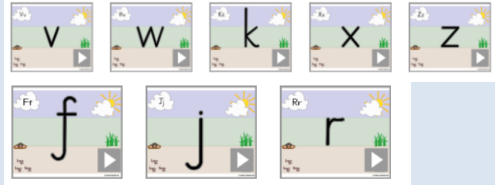
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them 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).

<b>Learning Priorities for</b>	<ul style="list-style-type: none"> <li>○ Reading and writing continues to be a focus for this academic year.</li> <li>○ Children will read daily either 1-1, shared reading or modeled reading.</li> </ul>
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<b>WPA</b>	<ul style="list-style-type: none"> <li>Children will also be working in set RWI groups and have matched reading books</li> <li>We will also provide children with a library book to share at home to develop the love of reading</li> </ul>		
<b>Area</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reading-Comprehension</b>  To become a <b>Brilliant Bookworm</b> & a <b>Wow Writer</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....	<b>To be able to begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</b> <ul style="list-style-type: none"> <li>To be able to recall key events ... <i>event</i></li> <li>To be able to talk about main characters... <i>character, beginning, middle, end</i></li> </ul>	<b>To understand how to use some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...</b>  <b>To be able to confidently retell a story in small world / role play (in correct sequence)</b> <ul style="list-style-type: none"> <li><i>To know the...beginning, middle, end of a story</i></li> <li>To be able to take on a role of a character using some story language</li> <li>To be able to talk about likes and dislikes of texts, rhymes and poems</li> <li>To be able to choose a book and begin to explain why ...<i>because</i></li> <li>To be able to begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i></li> </ul>	<b>To be able to confidently demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary</b> <ul style="list-style-type: none"> <li><i>To be able to accurately sequence a story</i></li> <li>To be able to anticipate appropriate-key events in stories.</li> <li>To be able to understand and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Reading- word reading</b>  To become a <b>Brilliant Bookworm</b> & a <b>Wow Writer</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....	<b>To be able to begin to re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment</b> <ul style="list-style-type: none"> <li>To understand the five key concepts about print, with a focus on</li> <li>To know left to right correspondence ... word, letter, first / last</li> </ul> <b>To be able to begin to read simple phrases</b>	<b>To understand and continue to re-read books to build up my confidence in word reading, fluency and understanding and enjoyment</b>  <b>To be able to read simple phrases / sentences</b>	<b>To be able to notice some relationships between one text and another</b>  <b>To be able to confidently read simple phrases and sentences</b>  <b>To be able to comment on perceived links with my own life experience or other experiences,</b>

To become a <b>Brilliant Bookworm</b> & a <b>Wow Writer</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....  <b>Letter formation</b>	- The Writing Progression statements were created through professional discussions with EYFS staff, using the non-statutory Development Matters document, the non-statutory Birth to 5 Matters document, BSquared statements and Heidi Songs professional writing chart.  - It should be noted that children develop at different rates and these statements should be viewed alongside gross motor and fine motor development, as well as pencil control.		
	<ul style="list-style-type: none"> <li><b>To be able to begin to make letter type shapes to represent initial sounds in my name and familiar</b></li> </ul>	<ul style="list-style-type: none"> <li><b>To be able to form up to 15 lower case letters.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>To be able to form all 26 lower case letters, mostly formed correctly.</b></li> <li><b>To be able to start my sentence with a capital letter.</b></li> </ul>

	<p>words e.g. mummy.</p> <ul style="list-style-type: none"> <li>○ To be able to form 5 lower case letters.</li> </ul>		
<b>Words</b>	<ul style="list-style-type: none"> <li>○ To be able to write strings of letters to represent words.</li> <li>○ To be able to begin to write initial sounds in words with letters I have learnt.</li> <li>○ To be able to begin to write end sounds in words with letters I have learnt.</li> <li>○ To be able to begin to write short strings of letters to represent words, sometimes including beginning, middle and end sounds e.g. pto-potato.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to begin to write VC and CVC words using letters I have learnt e.g. cat, dog, at, in.</li> <li>○ To be able to start to use some tricky words in my writing e.g. to, the, I, no, go.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to write a simple sentence with some words that are phonetically plausible.</li> <li>○ To be able to write a simple sentence with most words spelt correctly.</li> <li>○ To be able to use common exception words in my sentence.</li> </ul>
<b>Sentences</b>	<ul style="list-style-type: none"> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to begin to write simple captions.</li> <li>○ To be able to orally compose a simple sentence and hold it in my head before writing it.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to write a simple phrase.</li> <li>○ To be able to write a simple sentence.</li> <li>○ To be able to end my sentence with a full stop.</li> <li>○ To be able to begin to put finger spaces between words.</li> </ul>
<b>Purposeful writing</b>	<ul style="list-style-type: none"> <li>○ To be able to give meaning to marks I make in pen, paint and typing.</li> <li>○ To be able to begin to mark make for different purposes e.g. lists, invitations and cards.</li> <li>○ To be able to copy words from the environment or words I see adults writing.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to have a go at labelling using my phonic knowledge.</li> <li>○ To be able to write simple lists.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to write a caption to match a picture.</li> <li>○ To be able to read my work.</li> <li>○ To be able to make writing clear so it can be read by others.</li> </ul>

<p><b>Letter strings (from left to right)</b></p> 	<p><b>Copying environmental print</b></p> 	<p><b>CVC words</b></p> 	<p><b>Beginning sounds</b></p> 	<p><b>Purposeful writing</b></p> 	<p><b>Captions, phrases and sentences to match pictures</b></p> 
<p><b>Handwriting scheme</b></p>	<p><b>Pre writing shapes and straight line letter shapes</b></p> 	<p><b>Curve to start and tunnel letter shapes</b></p> 	<p><b>Diagonal and hoop, loops and line letter shapes</b></p> 		

**MATHEMATICS:** □ Numerical Pattern □ Number

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.

<b>Learning Priorities for WPA</b>	<ul style="list-style-type: none"> <li>○ Mathematics continues to be one of our stronger areas and is evident in the data</li> <li>○ We will however be adapting our teaching of math's to involve more practical activities</li> <li>○ We take any opportunity to count throughout the school day</li> </ul>		
<b>Area</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>- The number LTP was created from professional discussion with EYFS staff, using the non-statutory Development Matters document, the non-statutory Birth to 5 Matters document, the Master the Curriculum Document, White Rose guidance and the NCETM progression document.</li> </ul>		
<b>Matching and sorting</b>	○	○	○
To become an <b>Master of Maths</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....			

**UNDERSTANDING THE WORLD** □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

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>Learning Priority for WPA</b>	<ul style="list-style-type: none"> <li>▪ The Knowledge of the World is a development point for us this year.</li> <li>▪ Historic data and current data always show this area to be weak.</li> <li>▪ Communication and language plays a large part in this, as children do not always have the language to meet the statements</li> </ul>
<b>Area Understanding the World</b>	<ul style="list-style-type: none"> <li>- <u>Coverage for UTW</u></li> <li>- Skills and knowledge in this area will be covered when suitable throughout the terms, depending on the topic.</li> <li>- Teachers will ensure all the content has been covered by the end of the year.</li> <li>- <b>Please cover your local area/community and local history</b></li> </ul>

<p><b>Past and Present</b></p> <p><b>History Geography Science</b></p> <p>To become an <b>Exceptional Explorer</b> children will...</p> <p>To become an <b>Compassionate Citizen</b> children will...</p> <p>To become an <b>Heroic Historian</b> children will...</p> <p>To become an <b>Super Scientist</b> children will...</p>	<p><b>HISTORY-Past and Present</b> To know key Vocabulary relating to past and present- Today, yesterday, tomorrow, the past, the future, day, week, month, long ago, old/new, parent/grandparent/great grandparent, memory, lifetime, calendar, remember Who? What?</p> <p><b>HISTORY-Past and Present</b> To be able to use language of time This morning, last night, yesterday, at the weekend, last week, in the summer holidays.</p> <p><b>HISTORY-Past and Present</b> To be able to talk about the lives of the people around me and their roles in society</p> <p><b>HISTORY-Past and Present</b> To be able to recognise some similarities and differences between things in the past and now Firefighter/nurse</p> <p><b>HISTORY-Past and Present</b> To be able to understand and use vocabulary such as: how, why, because find out, I wonder what/if/when/why When Mum and Dad, gran, grandad were little ... <i>past, history, long ago</i> Discussing how events in the past affect the present. e.g. Guy Fawkes/Remembrance Day</p> <p><b>HISTORY-Past and Present</b> To be able to comment on images of familiar situations in the past Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, because explain Know about some historic figures</p> <p><b>HISTORY-Past and Present</b> To be able to comment on images of familiar situations in the past</p> <p><b>HISTORY-Past and Present</b> To be able to recognise the difference between past and present, old and new</p>	<p><b>HISTORY-Past and Present</b> To know key Vocabulary relating to past and present - Today, yesterday, tomorrow, the past, the future, day, week, month, long ago, old/new, parent/grandparent/great grandparent, memory, lifetime, calendar, remember Who? What?</p> <p><b>HISTORY-Past and Present</b> To be able to understand and use language of time This morning, last night, yesterday, at the weekend, last week, in the summer holidays</p> <p><b>HISTORY-Past and Present</b> To know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</p> <p><b>HISTORY-Past and Present</b> To understand the past through settings and characters</p> <p><b>HISTORY-Past and Present</b> To be able to compare and contrast characters from stories including from the past.</p>	<p><b>HISTORY-Past and Present</b> To know key vocabulary relating to past and present- Today, yesterday, tomorrow, the past, the future, day, week, month, long ago, old/new, parent/grandparent/great grandparent, memory, lifetime, calendar, remember Who? What?</p> <p><b>HISTORY-Past and Present</b> To be able to confidently use the language of time This morning, last night, yesterday, at the weekend, last week, in the summer holidays</p> <p><b>HISTORY-Past and Present</b> To be able to recognise the difference between past and present, old and new</p> <p><b>HISTORY-Past and Present</b> To know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</p> <p><b>HISTORY-Past and Present</b> To understand the past through settings and characters</p> <p><b>HISTORY-Past and Present</b> To be able to compare and contrast characters from stories including from the past. EG. What did a home look like long ago? Polly put the kettle on rhyme - focus on no electricity/gas cooker and heating water on a range. Jack and Jill - getting water from a well.</p>
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<p><b>People, Culture &amp; Communities</b></p> <p><b>History Geography Science</b></p> <p>To become an <b>Exceptional Explorer</b> children will...</p> <p>To become an <b>Compassionate Citizen</b> children will...</p> <p>To become an <b>Heroic Historian</b> children will...</p> <p>To become an <b>Super Scientist</b> children will...</p>	<p><b>GEOGRAPHY-People, Culture and Communities</b></p> <p><b>To be able to talk about members of my immediate family and community</b></p> <ul style="list-style-type: none"> <li>To be able to describe family members ... <i>grandparent, older, younger</i></li> <li>To know that there are many different types of families ...<i>parent, step-sister / brother / mum / dad, similar, different</i></li> </ul> <p><b>GEOGRAPHY-People, Culture and Communities</b></p> <p><b>To be able to name and describe people who are familiar to me</b></p> <ul style="list-style-type: none"> <li>To know people in their local / school community... <i>school cook, vet</i></li> </ul> <p><b>GEOGRAPHY-People, Culture and Communities</b></p> <p><b>To be able to talk about members of my immediate family, community and wider community</b></p> <ul style="list-style-type: none"> <li>To be able to name and describe people who are familiar to me</li> <li>To be able to visit things local to me (e.g. library)</li> <li>To be able to ask relevant questions</li> </ul> <p><b>GEOGRAPHY-People, Culture and Communities</b></p> <p><b>To begin to understand that some places are special to members of my community</b></p> <ul style="list-style-type: none"> <li>To be able to talk about special places they go with their family... <i>places of worship visited by children e.g. church at Harvest/Christmas</i></li> </ul> <p><b>GEOGRAPHY-People, Culture and Communities</b></p> <p><b>To begin to recognize that people have different beliefs and celebrate special times in different ways)</b></p> <ul style="list-style-type: none"> <li>To be able to develop a knowledge and awareness of other festivals ... <i>(Harvest, Diwali, Christmas)</i></li> </ul>	<p><b>GEOGRAPHY-People, Culture and Communities</b></p> <p><b>To be able to 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.</b></p> <ul style="list-style-type: none"> <li>To know what a map is</li> <li>To be able to explore maps</li> <li>To be able to draw information from a map</li> </ul> <p><b>GEOGRAPHY-People, Culture and Communities</b></p> <p><b>To be able to draw information from a simple map</b></p> <ul style="list-style-type: none"> <li>To be able to look at the immediate environment around school.</li> <li>To know what road my school on</li> <li>To know how far I live from school</li> <li>To be able to discuss and share the things I pass on my way to school</li> <li>To be able to look at aerial views of the school setting and discuss what I notice, recognizing roads, open spaces roads and other simple features.</li> <li>To be able to describe the local area using relevant vocabulary</li> <li>To be able to use positional language to describe my local environment</li> </ul> <p><b>GEOGRAPHY-People, Culture and Communities</b></p> <p><b>Understand that some places are special to members of my community</b></p> <ul style="list-style-type: none"> <li>To know how the church prepares for Easter</li> </ul>	<p><b>GEOGRAPHY-People, Culture and Communities</b></p> <p><b>To be able to recognise that people have different beliefs and celebrate special times in different ways</b></p> <p>(Chinese New Year /Pancake Day, Shrove Tuesday, Lent/Easter. Eid)</p> <ul style="list-style-type: none"> <li>To be able to describe my immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>To know what a Mosque is like?</li> <li>To know how people pray in a Mosque?</li> </ul>
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<p><b>Natural World</b></p> <p><b>History</b> <b>Geography</b> <b>Science</b></p> <p>To become an <b>Exceptional Explorer</b> children will...</p> <p>To become an <b>Compassionate Citizen</b> children will...</p> <p>To become an <b>Heroic Historian</b> children will...</p> <p>To become an <b>Super Scientist</b> children will...</p>	<p><b>SCIENCE</b> <b>To be able to explore the natural world around me</b></p> <ul style="list-style-type: none"> <li>To be able to begin to identify some local tree species ... <i>nature, natural</i></li> <li>To be able to learn and perform autumn songs</li> <li>To be able to investigate autumn produce (e.g. pumpkins, conkers and shells, autumn flowers)</li> <li>To be able to observe shadows in different lights</li> <li>To be able to name /find out about nocturnal animals (linked with new vocab C + L)</li> <li>To be able to use non fiction texts to find out about hedgehogs and mice</li> </ul> <p><b>SCIENCE</b> <b>To understand the effect of changing seasons on the natural world around me – Autumn into Winter</b></p> <ul style="list-style-type: none"> <li>To be able to Observe / talk about changing seasons</li> <li>To know that some trees don't lose their leaves in winter</li> </ul> <p><b>SCIENCE</b> <b>To be able to describe what I see, hear and feel whilst outside</b></p> <ul style="list-style-type: none"> <li>To be able to use relevant vocabulary to describe my environment (e.g. It gets dark earlier. It is getting colder. It can be foggy/ misty /icy/windy/wet/clear/ cold/mild etc.)</li> <li>To know if a tree is deciduous or evergreen</li> </ul>	<p><b>SCIENCE</b> <b>To be able to explore for the natural world around me</b></p> <ul style="list-style-type: none"> <li>To be able to observe and draw spring flowers/blossom</li> <li>To be able to find out about and drawing animals</li> <li>To be able to find out about animals</li> <li>To be able to name baby animals</li> <li>To be able to classify animals</li> </ul> <p><b>SCIENCE</b> <b>To be able to describe what I see, hear and feel whilst outside</b> <b>To be able to understand the effect of changing seasons on the natural world around me</b></p> <ul style="list-style-type: none"> <li>To know seasons change from winter to spring/observing signs of spring</li> <li>To be able to continue to develop interest in linked texts across themes, fiction and non-fiction</li> <li>To know how to care for our oceans</li> <li>To understand the effects of plastic and pollution on the natural environment</li> </ul> <p><b>SCIENCE</b> <b>To know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class</b></p> <ul style="list-style-type: none"> <li>To be able to identify habitats</li> <li>To be able to observe ice melting, how can we speed up the melting process?</li> <li>To be able to observe things that float and sink</li> </ul>	<p><b>SCIENCE</b> <b>To be able to explore the natural world around me, making observations and drawing pictures of animals and plants</b></p> <ul style="list-style-type: none"> <li>To be able to grow bean plants and sunflowers and observing growth- introduce appropriate vocabulary</li> <li>To be able to measure growth using non-standard units e.g. cubes</li> <li>To be able to name some common garden birds/minibeasts/plants</li> </ul> <p><b>SCIENCE</b> <b>To understand some important processes and changes in the natural world around tme, including the seasons and changing states of matter.</b></p> <ul style="list-style-type: none"> <li>To be able to observe the lifecycle of a caterpillar changing into a butterfly</li> <li>To be able to use appropriate vocabulary</li> </ul>
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**EXPRESSIVE ARTS & DESIGN:** □ Creating with Materials □ Being Imaginative & Expressive

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

<b>Learning Priorities for WPA</b>	<ul style="list-style-type: none"> <li>○ At WPA boys seem to achieve less in this area compared to the girls.</li> <li>○ Our focus will be encouraging the boys to be more creative and achieve higher outcomes in this area</li> </ul>		
<b>Area</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Creating with Materials</b>  <b>Design and Technology</b>	<p>Children aged 4-5 years old should be able to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills.  Creating with materials-  <b>ELG.</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.</p> <p>In order to do this, children must know and understand the skills below:</p>		
<b>Tools</b>	<ul style="list-style-type: none"> <li>• To know how to use thin brushes to add detail</li> <li>• To be able to hold the brush with a tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to select the correct paintbrush for purpose</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to independently select additional tools to add details and improvements to pictures, e.g. stamps and rollers.</li> </ul>
<b>Scissors</b>	<ul style="list-style-type: none"> <li>• To be able to snip the paper and move the scissors forward.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to turn the paper to cut a simple shape</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to cut a more complex shape with increased accuracy.</li> </ul>
<b>Colour</b>	<ul style="list-style-type: none"> <li>• To be able to mix primary colours to make secondary colours, e.g. green, orange and purple.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to mix and match to a specific colour or shade needed.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to explore tones-</li> <li>• To know to add white to make a colour lighter and black to make a colour darker</li> </ul>
<b>Draw</b>	<ul style="list-style-type: none"> <li>• To be able to draw bodies and shapes for objects that are an appropriate size and have some features.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to draw with detail including finer details such as fingers, ears, hair styles or items onto features.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to draw from observation by making a careful study and then includes features and details in the pictures.</li> </ul>
<b>Join</b>	<ul style="list-style-type: none"> <li>• To be able to join items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to join items which are cut torn and glued</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to select the correct tool for purpose</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• To be able to manipulate clay/ dough by squashing, rolling, pinching, twisting and cutting.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to make something with clear intentions from start to finish.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to carefully select additional materials to incorporate and enhance my model</li> </ul>
<b>Collage (Materials)</b>	<ul style="list-style-type: none"> <li>• To be able to tear media into smaller pieces, but with gaps between</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use the layering of smaller pieces is evident, so there are fewer gaps</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to make collages/mosaics - adding details with a wide range of textures ensuring pieces are layers carefully, so there are no gaps</li> </ul>
<b>Being Imaginative &amp; Expressive</b>	<p><b>To know how to develop storylines in their pretend play.</b></p> <ul style="list-style-type: none"> <li>• To be able to begin to develop complex stories using small world equipment</li> </ul>	<p><b>To understand how to develop storylines in their pretend play.</b></p> <ul style="list-style-type: none"> <li>• To be able to develop complex stories using small world equipment</li> <li>• To be able to develop storylines in my pretend play – including those linked to</li> </ul>	<p><b>To be able to confidently develop storylines in their pretend play.</b></p> <ul style="list-style-type: none"> <li>• To be able to invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>

	<p><b>To be able to watch and talk about dance and performance art, expressing my feelings and responses.</b></p> <ul style="list-style-type: none"> <li>To be able to watch dances linked to festivals</li> <li>To be able to talk about how a dance makes me feel</li> </ul> <p><b>To be able to explore and engage in dance, performing solo or in groups.</b></p> <ul style="list-style-type: none"> <li>To be able to move my body to music</li> <li>To be able to experiment with different ways of moving my body</li> </ul>	<p>focus text ... story language, character, beginning, middle, end</p> <p><b>To be able to watch and talk about dance and performance art, expressing my feelings and responses.</b></p> <ul style="list-style-type: none"> <li>To be able to watch dances linked to festivals and discuss what I have seen</li> <li>To be able to talk about how a dance makes me feel and why</li> <li>To be able to discuss what type of dance it is (adjectives to describe the dance; e.g. happy, sad, slow, fast)</li> </ul> <p><b>To be able to explore and engage in dance, performing solo or in groups.</b></p> <ul style="list-style-type: none"> <li>To be able to move my body using fast and slow movements inline to the music</li> <li>To be able to experiment with ways of moving using resources e.g. scarves and streamers</li> </ul>	<p><b>To be able to watch and talk about dance and performance art, expressing their feelings and responses.</b></p> <ul style="list-style-type: none"> <li>To be able to watch dances linked to festivals and discuss what I have seen</li> <li>To be able to talk about how a dance makes me feel</li> <li>To be able to discuss what type of dance it is (adjectives to describe the dance; e.g. happy, sad, slow, fast)</li> <li>To be able to compare dances i have seen using correct vocabulary</li> </ul> <p><b>To be able to explore and engage in dance, performing solo or in groups.</b></p> <ul style="list-style-type: none"> <li>To be able to respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music</li> <li>To be able to combine different moves and resources together to create a dance</li> </ul>
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<b>Music - Overview</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<p><b>To be able to begin to listen attentively, move to and talk about music, expressing my feelings and responses.</b></p> <p><b>To know how to sing in a group or on my own, increasingly matching the pitch and following the melody.</b></p> <ul style="list-style-type: none"> <li>To be able to use my voice to join in with well-known songs from memory</li> <li>To know what pulse is</li> <li>To be able to find the pulse</li> <li>To be able to explore high and low sounds</li> </ul> <p><b>To be able to explore and engage in music making, performing solo or in groups.</b></p> <ul style="list-style-type: none"> <li>To be able to invent a pattern to go with a song using 1 note</li> </ul>	<p><b>To understand how to listen attentively, move to and talk about music, expressing my feelings and responses.</b></p> <p><b>To understand how to sing in a group or on my own, increasingly matching the pitch and following the melody.</b></p> <ul style="list-style-type: none"> <li>To be able to remember and maintain my role within a group performance</li> <li>To be able to sing along with a prerecorded song and add actions</li> <li>To be able to invent ways to find the pulse</li> <li>To be able to explore high and low pitch in the context of the songs</li> </ul> <p><b>To be able to explore and engage in music making, performing solo or in groups.</b></p> <ul style="list-style-type: none"> <li>To be able to use the starting note to explore melodic patterns using 1 or 2 notes</li> </ul>	<p><b>To be able to Listen attentively, move to and talk about music, expressing my feelings and responses.</b></p> <p><b>To be able to sing in a group or on their own, increasingly matching the pitch and following the melody.</b></p> <ul style="list-style-type: none"> <li>To be able to sing along with a backing track</li> <li>To be able to be confident finding the pulse and show others my ideas</li> <li>To be able to keep the beat of a song with a pitched note</li> </ul> <p><b>To be able to explore and engage in music making, performing solo or in groups.</b></p> <ul style="list-style-type: none"> <li>To be able to enjoy playing patterns using a combination of 3 notes</li> </ul>			

	<ul style="list-style-type: none"> <li>○ To be able to perform a 1 note pattern to friends</li> <li>○ To be able to perform a 1 note pattern with friends</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to perform a 1 or 2 note pattern to friends</li> <li>○ To be able to perform a 1 or 2 note pattern with friends</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to perform a 3-note pattern to friends</li> <li>○ To be able to perform a 3-note pattern with friends</li> </ul>
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<b>Discovery RE- Overview</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	What makes people special?	What is Christmas	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?

<b>Jigsaw PSHE - Overview</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	Being me in my world	Celebrating differences	Dreams and Goals	Healthy me	Relationships	Changing me

<b>RWI – Overview</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	Phonic Sounds: RWI Set 1 whole class (Autumn 1)  RWI Differentiated groups	Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall, knowing that print is read from left to right.  To identify taught sounds on a sound mat Help children to read the sounds speedily. This will	Differentiated Ditties / groups  Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, e.g. 'th', 'sh', 'ch', 'ee', 'or', 'igh',	Ditties / groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, e.g. 'th', 'sh', 'ch', 'ee', 'or', 'igh'. Provide opportunities	Say the sound for each letter of the alphabet and for at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Phonic Sounds: RWI  Differentiated groups:	

		<p>make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p> <p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Transition work with Year 1 staff</p>
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### End of Year Expectation

Children can read all Set 1 sounds and Set 2 sounds in words, including words with consonant blends.

Children build up the speed of reading some of these words and read them without hesitation.

Children move groups when they are ready, and children receive interventions where needed to catch up.

### **EARLY LEARNING GOALS TO BE ASSESSED AT THE END OF THE YEAR**

<b>COMMUNICATION &amp; LANGUAGE</b>	<b>PSED</b>	<b>PHYSICAL DEVELOPMENT</b>	<b>LITERACY</b>	<b>MATHEMATICS</b>	<b>UNDERSTANDING OF THE WORLD</b>	<b>EXPRESSIVE ARTS &amp; DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognize quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

<p>and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>	<p>discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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