

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Pete the Cat Autumn Halloween Family Celebrations	Autumn Halloween Bonfire Night - Sparklers Christmas/Father Christmas story Christmas around the world Planting, getting the garden ready for winter. Christingle	Winter Chinese New Year Visit to Asda – healthy living Dentist visit – Occupations and Oral health	Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring Church visit Community walk. Farm Visit	Life cycles – Frog/butterfly/plant/sunflowers Local Area visit Chicks Eid Easter	Summer holidays (past and present) Hot places Community walk. Wild Things Visit
Books	Pete the Cat Owl Babies Goldilocks Bear Hunt Three Little Pigs What's in the witch's kitchen		Little Red Riding Hood The Gingerbread Man The Enormous Turnip Non Fiction relating to lifecycles The Hairy Toe		Three Billy Goats Gruff Noah's Ark The Cautious Caterpillar Non-fiction related to lifecycles. The diddle that dummed. Th Odd Fish	

Communication and Language

The Reception Year provides the foundation for communication and language skills the children will build upon in Year one.

In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. National Curriculum, 2014

STATUTORY 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.

Listening Skills	<ul style="list-style-type: none"> • Begin to understand how to listen carefully and why listening is important. • Enjoy listening to stories and can remember what happens • Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> • Listen in familiar and new situations. • Engage in story times, rhymes and songs. Including longer stories. 	<ul style="list-style-type: none"> • Listen attentively in a range of situations. • Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. • Know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying. • Begin to identify and clap syllables. 	<ul style="list-style-type: none"> • Understand why listening is important. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • Children will listen to, talk about and ask questions about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> • Listen and respond with relevant questions, comments, or actions.
Attention Skills	<ul style="list-style-type: none"> • Maintain attention in whole class and small group contexts for a short time. • Children may find it difficult to pay attention to more than one thing at once 	<ul style="list-style-type: none"> • Maintain attention in new situations eg PE sessions • Shift attention when required. Eg when given a clear prompt – name. • Take part in pretend play, communicating and beginning to negotiate with friends. 	<ul style="list-style-type: none"> • Maintain attention during appropriate activity. • Sit quietly during appropriate activity for a short time in the classroom. 	<ul style="list-style-type: none"> • Maintain attention in different contexts. • Attend to peers and adults that are familiar and unfamiliar. 	<ul style="list-style-type: none"> • Children give their attention to what others say and respond appropriately, while engaged in another activity. 	<ul style="list-style-type: none"> • Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.
Respond Skills	<ul style="list-style-type: none"> • Engage in story time. • Join in with repeated refrains. • Begin to anticipate key events and phrases. • Respond appropriately when an adult claps, uses the bell or chimes. 	<ul style="list-style-type: none"> • Begin to make relevant comments when listening to a story. • Begin to link events in a story to their own experiences. • Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> • Engage in non-fiction books. • Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. • Link events in a story to their own experience. 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Keep play going in response to the ideas of others and engage in 	<ul style="list-style-type: none"> • Children ask questions to find out more and to check they understand what has been said to them. "What does that mean?" "Why did they do that?" • Children can start a conversation with an adult or friend and continue it for many turns. 	<ul style="list-style-type: none"> • Make comments and clarify thinking with questions. • Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions.

		<ul style="list-style-type: none"> Respond appropriately to others in play. Take part in pretend play, communicating and beginning to negotiate with friends. Engage in story times. 	<ul style="list-style-type: none"> Introduce a storyline into their play. 	<p>conversation relevant to play theme.</p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen 	<ul style="list-style-type: none"> Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. 	<ul style="list-style-type: none"> Children can hold a back-and-forth conversation with an adult and peers. Children ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat"
Understanding skills	<ul style="list-style-type: none"> Follow 1 step instructions. Understand 'why' questions. 	<ul style="list-style-type: none"> Follow instructions with 2 parts in a familiar situation. Begin to be aware of categories of words. 	<ul style="list-style-type: none"> Be able to categorise objects/words and develop reasoning behind categorisation. Consider the listener and take turns to listen and speak in different contexts. 	<ul style="list-style-type: none"> Children understand 'why' questions, like: "Why do you think the animals are sad?" "Why are the pigs scared?" 	<ul style="list-style-type: none"> Understand how, why, where questions. Use language to reason. Children ask questions to find out more and to check they understand what has been said to them. "What does that mean?" "Why did they do that?" Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. 	<ul style="list-style-type: none"> Understand that words can be put into groups or categories, and give examples from each category E.g. Animals
Speaking Skills	<ul style="list-style-type: none"> Use sentences of at least 4 words. Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> Talk about familiar books. Start a conversation with peers and familiar adults and continue for a few turns. Develop social phrases, good morning. Use sentences of 4-6 words (word aware book games) Express a point of view. "I like...." "I don't like..." Begin to retell a past event. 	<ul style="list-style-type: none"> Children will use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver." Begin to use past tense. Begin to recount past events. Children are able to use multisyllabic words such as 'pterodactyl', 'investigation' 'terrible' or 'celebration' Begin to offer explanations for why things happen. Describe events that happen in their day. 	<ul style="list-style-type: none"> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Children are beginning to use a wider range of vocabulary from the stories and topics so far. Articulate their ideas and thoughts in well-formed sentences. With modelling and support from a teacher use adjectives. Begin to connect one idea or action to another using a range of connectives. "I liked it when he ran away." "I am a fireman because I put out fires." Describe events in some detail. Begin to tell stories in detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen 	<ul style="list-style-type: none"> Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. Learn and use tier two vocabulary Children ask questions to find out more and to check they understand what has been said to them. "What does that mean?" "Why did they do that?" Children can start a conversation with an adult or friend and continue it for many turns. Children begin to use conjunctions when talking and describing events. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Give some details that they know are important and will influence the listener E.g. "Ahmed fell over that stone, Javid didn't push him". Express ideas about feelings and experiences. Articulate their ideas in a sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?" 	<ul style="list-style-type: none"> Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with good detail. Use new vocabulary in different contexts. Use conjunctions to extend and articulate their ideas. Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions. Confidently talk in small groups and in class situations. Children can hold a back-and-forth conversation with an adult and peers. Children will use talk to help work out problems and organise thinking and activities Articulate and create an imaginary story of their own in play or in writing.
Ongoing throughout the year	<p><i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i></p>	<p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems, and songs.</i></p>	<p><i>Use new vocabulary in different contexts</i> <i>Listen to and talk about stories to build familiarity and understanding.</i></p>			

What is considered a normal attention span?

Taken from Oxford Health NHS Foundation Trust

This shows the level of attention that is expected at ages through the Early Years. Due to children's expected level of attention, our curriculum is a balance of adult led, adult initiated and child led learning to allow the children time to explore their own interests and learn in a way they are comfortable with. It is evidenced here that this approach will enhance and lengthen the time that children are able to focus and attend to their learning.

<p>Age What to expect</p>	<p>3 Years</p> <ul style="list-style-type: none"> • A pre-schooler working alone may spend 3-8 minutes on an interesting activity and may finish it if it's easy. 	<p>3 ½ Years</p> <ul style="list-style-type: none"> • Working alone, a pre-schooler can stay busy for 15 minutes if there are a variety of interesting choices. 	<p>4 Years</p> <ul style="list-style-type: none"> • By 4, a child engrossed in an activity may ignore distractions such as the call to dinner. • Alone, the 4-year-old may spend 7-8 minutes on a single activity, or as much as 15 minutes if the activity is new and especially interesting (an eye exam, for example). • With a small group, a 4-year-old may spend 5-10 minutes playing without interruption. 	<p>4 ½ Years</p> <ul style="list-style-type: none"> • Working alone, the pre-kindergartener may spend 2-3 minutes on a task chosen by an adult such as getting dressed or picking up toys. 	<p>5 Years</p> <ul style="list-style-type: none"> • By 5, most children can ignore minor distractions. • Alone, they will focus on a single interesting activity for 10 or 15 minutes and on an assigned task for 4-6 minutes if it's easy and interesting. • A small group of children can work or play together without interruption for 10-25 minutes. 	<p>6 Years</p> <ul style="list-style-type: none"> • Working alone on a single activity, a 6-year-old may stay interested in as much as 30 minutes.
<p>Methods that can be used to increase attention.</p>	<ul style="list-style-type: none"> • Look for ways to keep pre-schoolers interested in the activities they start. • Encourage and follow their interests. Avoid distracting them or taking over the activities. 		<ul style="list-style-type: none"> • Four-year-olds understand it is harder to pay attention to uninteresting tasks, or when distracted by noise or their own thoughts. • They are more likely to stay interested when they're comfortable with the task or project and feel successful. They may need help to meet their standards. • Adults can also keep children interested in projects with impromptu games and humour. 		<ul style="list-style-type: none"> • Recognise that personal interest remains the most important motivation for 5-year-olds. It will double the length of their attention span. 	<ul style="list-style-type: none"> • Continue to build on children's interests and stay alert to difficult tasks, so that you can help.
	<p>As well as observing the children's developing attention, we will also look for signs of inattention such as:</p> <ul style="list-style-type: none"> • Fail to pay close attention to details or make careless mistakes in schoolwork • Have trouble staying focused in tasks or play • Appear not to listen, even when spoken to directly • Have difficulty following through on instructions and fail to finish schoolwork or chores • Have trouble organizing tasks and activities • Avoid or dislike tasks that require focused mental effort, such as homework • Lose items needed for tasks or activities, for example, toys, school assignments, pencils • Be easily distracted • Forget to do some daily activities, such as forgetting to do chores <p>We will use this information to plan additional support.</p>					

Personal, Social and Emotional Development

The Reception Year provides the foundation for many skills the children will build upon in Year one.

STATUTORY 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.

<p>Self Regulation Express Feelings</p>	<ul style="list-style-type: none"> Aware of own feelings, can talk about feelings using words such as happy, sad, angry or worried. Begin to express feelings with peers to solve conflict, "stop I don't like it." Adult support may be needed. 	<ul style="list-style-type: none"> Beginning to show concern for others and show awareness of how their actions may impact others. Talk with others to solve conflict, use "stop I don't like it." Can identify how they are feeling using pictures on the Zones of Regulation board. Beginning to express their feelings and consider the perspectives of others. With support from an adult begin to use strategies to return to green (calm) 	<ul style="list-style-type: none"> Can show pride in achievements by showing work to others. Can make choices and communicate what they need. 	<ul style="list-style-type: none"> Begin to understand how others may be feeling. Begin to suggest ways to get support if they have a problem, friends, adults. Can name people in school they can turn to if they need help or are worried. Choose a strategy to get to green with more independence. 	<ul style="list-style-type: none"> Can talk about their own abilities positively. Can understand the impact they can have on others and show empathy for others, some adult support may be needed. Begin to repair relationships that have been damaged by saying sorry (if appropriate) or another way eg a hug, giving the toy back, working together to come up with a strategy to make everyone happy. Beginning to know that others may think/feel in different ways to them. 	<ul style="list-style-type: none"> Able to identify and moderate own feelings socially and emotionally. Children can talk about and express their feelings and the feelings of others. Show sensitivity to others' needs and feelings. Children will use talk to help work out problems and organise thinking and activities Children can think about the perspectives of others. Can negotiate with others to solve problems and take steps to resolve conflict.
<p>Self Regulation Managing Behaviour Managing Learning</p>	<ul style="list-style-type: none"> Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important. Increasingly follow rules, some reminders may be needed. 	<ul style="list-style-type: none"> Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met. Begin to understand the meaning of perseverance and resilience. 	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Can identify how our school values can be demonstrated. Eg identifying kindness. Beginning to explain right from wrong and try to behave accordingly. 	<ul style="list-style-type: none"> Understand why listening is important and attend to other people, both familiar and unfamiliar. Begin to show persistence and resilience when faced with challenges. Support from an adult may still be needed. Children can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 	<ul style="list-style-type: none"> Children are able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas Can follow instructions, requests and ideas in a range of situations. Children are happy to have a go at a task and understand that we learn from mistakes. 	<ul style="list-style-type: none"> Able to identify and moderate own feelings socially and emotionally. Can seek out a challenge and enjoy the process. Engage in challenges and talk responsibility for their learning. Plan and adapt and show resilience and perseverance in the face of challenge.
<p>Managing Self Self Awareness</p>	<ul style="list-style-type: none"> Manage personal hygiene, using the toilet and washing hands. Know what they like and do not like. Understand that there are rules at school and behavioural expectations of the setting. 	<ul style="list-style-type: none"> Can talk about what they are doing and why. 	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Can identify how our school values can be demonstrated. Eg identifying kindness. Can show pride in achievements by showing work to others. Show confidence in new social situations. Begins to understand that people are different, like and dislike different things. 	<ul style="list-style-type: none"> Developed a sense of responsibility and membership of a community. Can make choices and communicate what they need. Beginning to have confidence to stand up in front of the class and share achievements with others. 	<ul style="list-style-type: none"> Can talk about their own abilities positively. Confident to try new activities Children can talk about right and wrong and the consequences involved. Children are aware that people are different, have different beliefs and interests. 	<ul style="list-style-type: none"> See themselves as a unique and valued individual, talk about self, abilities and interests in positive terms.
<p>Managing Self Independence</p>	<ul style="list-style-type: none"> Can independently organise belongings in the morning. Can manage their own personal hygiene eg toileting and washing hands. Can follow one step instructions. 	<ul style="list-style-type: none"> Independently choose where they would like to play or the resources they would like to use (with help when needed.) Can say when they need help. Begin to develop independence when changing into waterproofs and wellies. 	<ul style="list-style-type: none"> Seek others to share activities and experiences, play with one or more children. Show confidence in new social situations. Can independently manage their own needs, eating, drinking, getting ready for snack/lunch. 	<ul style="list-style-type: none"> Begin to show persistence and resilience when faced with challenges. Support from an adult may still be needed. Children can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 	<ul style="list-style-type: none"> Children are happy to have a go at a task and understand that we learn from mistakes. Confident to try new activities Children are happy to have a go at a task and understand that we learn from mistakes. Carry out a series of 3 directions. 	<ul style="list-style-type: none"> Children will use talk to help work out problems and organise thinking and activities Engage in challenges and talk responsibility for their learning. Plan and adapt and show resilience and perseverance in the face of challenge.

		<ul style="list-style-type: none"> • Can follow instructions with two parts in a familiar setting. • Begin to understand the meaning of perseverance and resilience. 	<ul style="list-style-type: none"> • Communicate own needs in relation to being thirsty, hungry, tired and using the toilet. 	<ul style="list-style-type: none"> • Can change into waterproofs and wellies. • Can make choices about what they need to wear eg jumpers/coats outside. 		<ul style="list-style-type: none"> • Can independently manage their own needs relating to eating, drinking, toileting, getting dressed, organising belongings.
Building Relationships	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Talk with peers to solve conflict, "stop I don't like it." Adult support may be needed. 	<ul style="list-style-type: none"> • Develop social phrases eg good morning • Continue to build constructive and respectful relationships. • Begin to become more outgoing with unfamiliar people in the safe context of the setting. • Beginning to show concern for others and show awareness of how their actions may impact others. • Begin to take turns and share resources. • 	<ul style="list-style-type: none"> • Children will use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver." • Seek others to share activities and experiences, play with one or more children. <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Can keep play going by co-operating, listening, speaking, negotiating and explaining. 	<ul style="list-style-type: none"> • Children play with other children extending and elaborating play ideas. • Children are able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas • Can understand the impact they can have on others and show empathy for others, some adult support may be needed. • Begin to repair relationships that have been damaged by saying sorry (if appropriate) or another way eg a hug, giving the toy back, working together to come up with a strategy to make everyone happy. 	<ul style="list-style-type: none"> • Children have built constructive and respectful relationships. • Children can think about the perspectives of others. • Show sensitivity to others' needs and feelings. • Children will use talk to help work out problems and organise thinking and activities • Children can think about the perspectives of others. • Can negotiate with others to solve problems and take steps to resolve conflict.
Ongoing throughout the year	Revisit – label emotions, describe emotions and talk about emotions for different scenarios.					
	Vocabulary Happy, unhappy, sad, angry, worried, cross, emotions, upset, fair, perseverance, resilience, curiosity, generosity, wisdom, passion, courage, independent, friendship, confidence, problem, individual, feelings, responsibility, rules, qualities, challenges, taking turns, help.					

Physical Development

The Reception Year provides the foundation for many skills the children will build upon in Year one.

STATUTORY 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Fine Motor Skills</p>	<p>Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.</p>					
	<ul style="list-style-type: none"> Children will use one-handed tools and equipment, for example, making snips in paper with scissors. (DT) 		<ul style="list-style-type: none"> Children will show a preference for a dominant hand. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> Children will use a comfortable grip with good control when holding pens and pencils. Develop their small motor skills and understanding of safety so that they can use a range of tools competently, safely and confidently. (pencils for drawing & writing) 	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (Art) 	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient.
<p>Gross Motor Skills</p>	<ul style="list-style-type: none"> Children can go up steps and stairs, or climb up apparatus, using alternate feet. (PE) Children match their developing physical skills for tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank/ in a tunnel. (PE) Children can skip, hop, stand on one leg and hold a pose for a game like musical statues. (PE) Children can move along the floor in different ways like sliding, rolling, stretching etc (PE) Children will practise jumping and landing safely. Children will begin to explore different balances. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. <p>Dance</p> <ul style="list-style-type: none"> Children can move around as different characters or animals to the music (Music/PE) Children use large-muscle movements to wave flags and streamers, paint and make marks. (PE) Children will experiment with different ways of moving and with actions at different levels. (PE) 	<ul style="list-style-type: none"> Children will experiment with different ways of balancing. (PE) Children will develop overall body strength, balance, co-ordination and agility. (PE) Children can experiment with different shapes and jumps. Children will experiment with different ways of rolling in shapes. (PE) 	<ul style="list-style-type: none"> Children will show a start shape, roll and finishing shape (beginning of a sequence). (PE) Children are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. (Music/PE) Children will progress towards a more fluent style of moving, with developing control and grace. (PE) Children can move in time to happy and sad music. (PE/Music) 	<ul style="list-style-type: none"> Combine different movements with ease and fluency Fundamentals 1 + 2 Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large). (PE) Children will experiment with different ways of throwing and moving a ball with different body parts (co-ordination). (PE) Children will begin working with friends in a team – taking turns with adult support. (PE) Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PE) Children will experiment with different ways of throwing under/overarm. (PE) Children will start taking part in some group activities in their play, which they make up for themselves, or in teams. (PE) (Provision, playground) 	<ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Fundamentals 3 + Teamwork and problem solving Children will experiment with different ways of moving (agility) (PE) Children will march/run for coordination. (PE) Children will experiment with different ways of jumping- measuring with various objects. (PE) Children will work with friends in a team – taking turns effectively. Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PE) Children will start taking part in some group activities in their play, which they make up for themselves, or in teams. (PE)
<p>Health and Self Care</p>	<ul style="list-style-type: none"> Children will be eating independently and learning how to use a knife and fork. E-safety – smartie the penguin. Begin to understand screen time and how this is part of being healthy. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Become increasingly independent with these. 	<ul style="list-style-type: none"> Begin to understand the need to wash hands and begin to understand germs and how they are spread. 	<ul style="list-style-type: none"> Children manage their own needs <ul style="list-style-type: none"> toileting washing hands drink and snack coat socks and shoes Revisit E-safety. Begin to understand how to be safe out and about (safer strangers) Children will further develop the skills they need to manage the school day successfully: 	<ul style="list-style-type: none"> Children begin to understand the need for healthy choices. (Science) Physical activity, healthy eating, toothbrushing, screen time, sleep, road safety. Learn about the importance of toothbrushing. Dentist visit. Keeping our bodies safe. (Pantasaurus) Children will be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> Begin to understand the importance of sun safety and develop independence with this. Practise being safe around roads and the rules for this. Children can make healthy choices about food, drink, activity and tooth brushing. (Science) 	<ul style="list-style-type: none"> Children know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian (Science)

			<ul style="list-style-type: none"> • lining up and queuing • mealtimes • Children can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 		
Scissor Skills Progression	<ul style="list-style-type: none"> • Child is able to hold scissors (incorrect hand placement) • Child is able to maintain a correct grip on scissors when positioned by an adult • Child is able to hold scissors in a correct grip without assistance • Child begins to open and close scissors • Child is able to open and close scissors using a controlled action (precision of grip begins to develop) • Child is able to hold paper and make small and random snips 	<ul style="list-style-type: none"> • Child is able to make consecutive cuts with a forward motion of the scissors, paper may tear. • Child is able to make consecutive cuts with a forward motion of the scissors, without tearing the paper • Child is able to cut straight lines forward across a page, while moving the helper hand forward (moving the paper with the scissors as in raising the shoulders/extending the elbows) • Child is able to cut straight lines forward without experiencing forward movement of the helper hand 	<ul style="list-style-type: none"> • Child is able to cut simple curves and angled lines (one direction change) without moving the assisting hand on the paper to re-position • Child is able to cut simple curves and angled lines (one direction change) while moving the assisting hand on the paper to re-position • Child is able to cut out simple lines with more than one direction change • Child is able to cut circles • Child is able to cut complicated shapes with straight and curved lines • Child can cut a variety of materials. 		
Throughout the year	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>				
	<p>Vocabulary</p> <p>Safe, risk, healthy, exercise, germs, movement, skipping, throwing, hopping, galloping, running, time, jump, land, roll, balance, clothes, shoes, hygiene, sleep, clean, body, growing, heart, blood, veins, aim, crawl, balance, team work, space.</p>				

Literacy

The Reception Year provides the foundation for many skills the children will build upon in Year one.

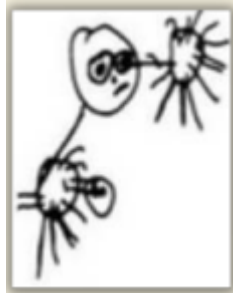





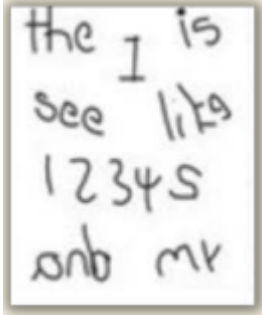
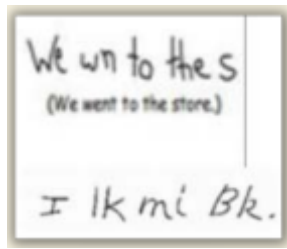

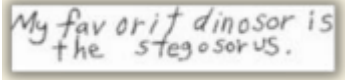
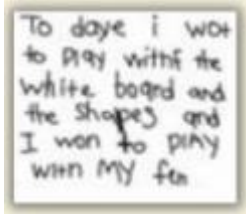
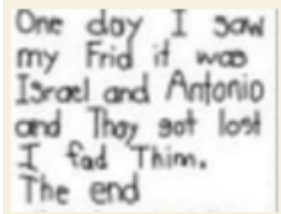
STATUTORY EDUCATIONAL PROGRAMME: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children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

<p>Comprehension</p>	<ul style="list-style-type: none"> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Begin to understand that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. Understand the key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes 	<ul style="list-style-type: none"> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. Understand that we read print from left to right and top to bottom. Children engage in conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). Children understand the key concepts about print: <ul style="list-style-type: none"> the names of the different parts of a book page sequencing 	<ul style="list-style-type: none"> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support. 	<ul style="list-style-type: none"> Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. Children will listen to, talk about and ask questions about stories to build familiarity and understanding. Children can talk about a story and are able to identify <ul style="list-style-type: none"> main characters settings main events Children begin to use the vocabulary and story language from previous texts 	<ul style="list-style-type: none"> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. Children can retell a full story. (beginning, middle and end) Children confidently use story telling language such as -Once upon a time <ul style="list-style-type: none"> One day Suddenly Then/ Next Finally They all lived happily ever after.
<p>Word Reading</p>	<ul style="list-style-type: none"> Hear general sound discrimination and be able to orally blend and segment. Orally blends and segments the sounds heard in words. (CVC) Spot rhyme in familiar stories and poems Count and clap syllables in words. Recognise words can have the same sounds. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Read common exception words, l and the. 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Read tricky words he, said, no, my, l, you, be, of, your, the, said. Re-read what they have written to check that it makes sense. Read an extended sentence. Read a short story
<p>Phonics</p>	<ul style="list-style-type: none"> Hear general sound discrimination, identify rhythm, rhyme, alliteration Begin to orally blend and segment simple words. 	<ul style="list-style-type: none"> Know grapheme phoneme correspondence of 31 set 1 sounds. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling 	<ul style="list-style-type: none"> Consolidate skills as in Autumn 2. Consolidate knowledge of set 1 digraphs. Know tricky words – as identified in RWI guided read books. Blend and segment known sounds for reading and spelling VC, CVC, CVCC. Begin to read with fluency using Fred in your Head and Speedy Reading. 	<ul style="list-style-type: none"> Continue to consolidate set 1 sounds, reading these with speed. Begin to read longer words (CCVCC) and multisyllabic words. Begin to introduce set 2 sounds. Read tricky words – as identified in RWI guided read books. Write graphemes and some digraphs when they hear them, using 	<ul style="list-style-type: none"> Continue to consolidate and become fluent with set 1 sounds. Consolidate set 2 sounds. Read tricky words - the, l, no, of, my, he Develop confidence in reading longer words, (CCVCC) and multisyllabic words. Use Fred fingers for spelling with confidence. 	<ul style="list-style-type: none"> Become fluent with set one sounds and digraphs, read and recognise these confidently in words, read and recognise these confidently in words. Read CVCC words Read tricky words he, said, no, my, l, you, be, of, your, the. Read multisyllabic words. Read sentences and short stories with confidence using Fred in your Head and Speedy reading.

			<ul style="list-style-type: none"> Continue to develop confidence in spotting diagraphs in words. Begin to use Fred Fingers for spelling. 	<ul style="list-style-type: none"> a sound mat or sound wall for support if needed. Become fluent in spotting diagraphs in words. Develop and increase confidence with Fred in your Head and Speedy Reading. Develop confidence in using Fred Fingers to write words. Develop confidence in reading short captions and sentences, read many times to develop fluency. 	<ul style="list-style-type: none"> Write more graphemes from memory and write a simple sentence using phonic knowledge. Be fluent reading short captions using Fred in your Head and Speedy Reading. 	<ul style="list-style-type: none"> Reread stories to become fluent. Use Fred fingers for spelling with confidence. Represent each of set 1 sounds by a grapheme and blend phonemes to read CVC, CCVC words and segment CVC, CCVC words for spelling. Write longer sentences using phonic knowledge, write digraphs.
Emergent writing	<ul style="list-style-type: none"> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Drawing and imitative writing - children draw scribbled lines aimed to imitate adult writing 	<ul style="list-style-type: none"> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. 	<ul style="list-style-type: none"> Use appropriate letters for initial sounds. Copy individual words from books, posters signs, modelled writing. 	<ul style="list-style-type: none"> Build words using letter sounds in writing. 	<ul style="list-style-type: none"> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Emergent writing - Drawing strings of letters - a child writes random letters that are properly formed, but which have no relationship to proper sounds 	<ul style="list-style-type: none"> Show awareness of the different audience for writing. Write short sentences/captions/labels with words with known letter-sound correspondences using a capital letter, finger spaces and full stop. Phonetic writing - children begin to write using incorrectly spelt words that at least make sense when read
Composition	<ul style="list-style-type: none"> Use talk to organise describe events and experiences. 	<ul style="list-style-type: none"> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. 	<ul style="list-style-type: none"> Orally compose a sentence/caption and hold it in memory before attempting to write it. 	<ul style="list-style-type: none"> Use full sentences when talking to describe events, experiences or what they have observed. Begin to use finger spaces. Begin to write a caption. Identify individual words in spoken sentences. 	<ul style="list-style-type: none"> Write a simple sentence with a full stop. 	<ul style="list-style-type: none"> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.
Spelling	<ul style="list-style-type: none"> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. 	<ul style="list-style-type: none"> Orally spell VC and CVC words by identifying the sounds. Write own name. 	<ul style="list-style-type: none"> Spell to write VC and CVC words independently using known graphemes. 	<ul style="list-style-type: none"> Spell to write VC, CVC and CVCC words independently using phonic knowledge. Begin to spell some irregular common (tricky) words e.g. the, l independently. 	<ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. 	<ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell irregular common (tricky) words e.g., the and l independently.
Handwriting	<ul style="list-style-type: none"> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. 	<ul style="list-style-type: none"> Form letters from their name correctly. Recognise that after a word there is a space. Write set 1 sounds. 	<ul style="list-style-type: none"> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. 	<ul style="list-style-type: none"> Holds a pencil effectively to form recognisable letters. Know how to form ascenders and descenders. 	<ul style="list-style-type: none"> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. 	<ul style="list-style-type: none"> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Scaffolding Support for Writing	<ul style="list-style-type: none"> Adults scribing and writing down word for word, child decides part he/she would like to play and then act out the story on a simple stage. 	<ul style="list-style-type: none"> Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story. 	<ul style="list-style-type: none"> Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story. 	<ul style="list-style-type: none"> More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words. 	<ul style="list-style-type: none"> Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support. 	<ul style="list-style-type: none"> Child confident to write a simple short story. May still need a phonics mat to support.
Throughout the year	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p><i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</i></p>					
	<p>Vocabulary</p> <p>Sound, diagraph, red word, word, lend, sentence, finger space, capital letter.</p>					

Who, what, where, how, when.

Fiction, non-fiction, story, information, facts, sentence, question, write, story, book, page, turn, title, characters, beginning, end, problem, resolution, setting, rhymes, list, label, re-tell, once upon a time, then, next, now, front cover, author, illustrator.

Pre Writing			Letter Strings		
Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
<p>Picture tells a story to convey meaning.</p> 	<p>Starting point at any point of paper.</p> 	<p>Progression is from left to right.</p> 	<p>Symbols that represent letters.</p> 	<p>Letters have no relationship.</p> 	<p>Letter strings move from L to R and move down the page.</p> 
Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
<p>Awareness of print, copied from surroundings.</p> 	<p>Beginning and ending letters are used to represent words.</p> 	<p>Vowel sounds appear Evidence of tricky words</p> 	<p>A child hears beginning, middle and end sounds.</p> 	<p>Whole sentence writing develops, spaces in between words.</p> 	<p>Multiple related sentences with many words spelled correctly, punctuation evident.</p> 

Mathematics

The Reception Year provides the foundation for mathematical skills the children will build upon in Year one.

STATUTORY 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.

<p>Subitising Skills</p>	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>
<p>Counting Principles</p>	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. 	
<p>Composition</p>	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> explore the composition of 10. 	

Comparison	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. 	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system. 	
Space, Shape, Measure and Pattern	<p>Pattern</p> <ul style="list-style-type: none"> Continuing an AB pattern Copying an AB pattern Identifying a unit <p>Space and shape</p> <ul style="list-style-type: none"> Developing spatial vocabulary. Shape awareness Showing awareness of properties of shapes – 2D <p>Concepts</p> <ul style="list-style-type: none"> Forwards Backwards More Few 	<p>Measures</p> <ul style="list-style-type: none"> Recognising attributes Comparing amounts of continuous quantities. Begin to use time to sequence events. (day and night links to bonfire night) Showing awareness in estimating and predicting. <p>Pattern</p> <ul style="list-style-type: none"> Making own AB patterns Spotting an error in an AB pattern Continuing ABC patterns 	<p>Shape and Space</p> <ul style="list-style-type: none"> Shape awareness – Developing awareness through construction. Identifying similarities between shapes Showing awareness of properties of shapes – 3D Describing properties of shape <p>Pattern</p> <ul style="list-style-type: none"> Continuing an ABC pattern Continuing a pattern that ends mid unit. 	<p>Space and shape</p> <ul style="list-style-type: none"> Representing spatial relationships Developing spatial awareness: experiencing different viewpoints. <p>Measures</p> <ul style="list-style-type: none"> Recognising the relationship between the size and number of units. 	<p>Space and Shape</p> <ul style="list-style-type: none"> Developing an awareness of relationships between shapes <p>Pattern</p> <ul style="list-style-type: none"> Make their own ABB, ABBC patterns Spot a mistake in an ABB pattern <p>Measures</p> <ul style="list-style-type: none"> Beginning to use units to compare things. 	
Ongoing throughout the year	<p>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</p>					<p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p>
	<p>Vocabulary Subitise, count, numeral, part, whole, compare, more, fewer, equal, forwards, backwards, top, bottom, representation, ten frame, dice frame, pattern, weigh, more, less, one more, one less, viewpoints, heavy, light, patterns, different, same, estimate, long, short, decomposing, order, balanced, turn, flip, rotate.</p>					

Understanding the World

The Reception Year provides the foundation for mathematical skills the children will build upon in Year one.

STATUTORY 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.

This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children’s interests and their curiosity about their world.

	Myself and Special Times	Special People	Special Places	Special Places	Special Times	Special World
Worldview Skill Development	<ul style="list-style-type: none"> Recognise what makes us special. Begin to recognise that you are different from a peer. Recognise occasions when things have happened in their lives that made them feel special. (RE/History) Children talk about special times, celebrations/ birthdays they remember in their life. (History) eg being born. Begin to recognise that people celebrate special times in different ways. Respect privacy of others. Pantasaurus. 	<ul style="list-style-type: none"> Know that we have special people in our lives and people that help us. Know that some people are special because they teach us how to live good lives. What is a Christian? Know that for Christians, Jesus is a special person. What is a Muslim? Know that Prophet Muhammad is special for Muslims. Revisit Myself and special times Know that Christmas is a special celebration for Christians because Jesus was born. Talk about special times (Christmas) and begin to understand the reason for these. Talk about special times in different countries. Begin to recognise that people have different beliefs. Observe similarities and differences. (Christmas in Iceland) 	<ul style="list-style-type: none"> Revisit what makes us special and different. Talk about a special place for us. Begin to explain why this is special. Recognise that some places are special to members of their community. Begin to recognise that some religious people have places which have special meaning for them. (RE) Revisit what is a Christian. Know that the church is a special place for Christians. Know that Christians have special things, cross, bible, alter, font. Talk about the things that are special and valued in a place of worship. (RE) Special Stories: Creation story. Recognise and discuss religious stories making connections with personal experiences. (RE) 	<ul style="list-style-type: none"> Revisit special places to us and to Christians. Talk about special places to us. Recognise that some places are special to members of their community. Begin to recognise that some religious people have places which have special meaning for them. (RE) Revisit what is a Muslim? Know that a mosque is a special place for Muslims. Know that Muslims have special things, prayer mat, Qur’an. Special Stories: Noah’s Ark. 	<ul style="list-style-type: none"> Revisit celebrations and special times. Recognise that Easter is a special time for Christian and why we celebrate Easter. Talk about the celebration of Eid, consider similarities and differences to celebrations we have learnt about (Christmas, Easter) Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. 	<ul style="list-style-type: none"> Revisit special places and the creation story. Begin to understand and talk about the Creation story. Know that Christians and Muslims believe the natural world is special because God/Muhammad created it. Know why it is important to care for our animals, plants and environment. (Science)
Worldview Skill Development Through Stories			<ul style="list-style-type: none"> The Creation Story 	<ul style="list-style-type: none"> Noah’s Ark 		
Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Little People, Big Dreams books.						
Scientific Skill Development	<p>Seasonal Changes – This will be introduced as part of our normal daily routines.</p> <ul style="list-style-type: none"> Know the name of the current season. Talk about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Talk about and describe the weather. 	<ul style="list-style-type: none"> Investigate, explore and name different materials (fabric, brick, wood, paper) how they feel. Investigate different materials and their uses. Eg waterproofness Know how we can sort objects into groups based on their material. Explore the changing states through making porridge. 	<ul style="list-style-type: none"> How plants grow and the different parts of a plant. (Hyacinth in a jar) Investigate how liquid becomes solid and solids can become liquid. 	<ul style="list-style-type: none"> Investigate the plant life cycle. Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Know where some plants grow. Know that plants grow from a seed or a bulb. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower. 	<ul style="list-style-type: none"> Observe the changes of animals throughout their life. Link to Great Wood Farm Lambing. Investigate states of matter through baking. (Playdough) Investigate, feel and describe materials. Explore their uses. 	<ul style="list-style-type: none"> Understand the key features of the life cycle of a plant or animal. Find out about the different habitats of animals. Wild Things visit.

<p>Scientific Skill Development through Provision</p>	<ul style="list-style-type: none"> • Explore our environment and comment on what they notice. • Ensure that the children have opportunities to experiment and investigate different materials. • Adults to notice on windy days and wet days what happens to materials. Notice what happens when different materials get wet. 	<ul style="list-style-type: none"> • Observe living things and talk about what has been observed. Begin to understand the need to care for our environment. 	<ul style="list-style-type: none"> • Observe floating and sinking. Adults to notice and comment on which items float/sink suggest why. 	<ul style="list-style-type: none"> • Revisit: Materials (through provision – den building, house building etc) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>Mapping Skill Development</p>	<ul style="list-style-type: none"> • Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos. • Talk about where they live. 	<ul style="list-style-type: none"> • Talk about and name two or more local feature. • Talk about different perspectives eg birds eye view (maths) 	<ul style="list-style-type: none"> • Children can describe themselves, other objects and landmarks using relative positions (next to, in front, behind etc.) Maths • Use technology and IT equipment to make observations or find information about different locations and places. 	<ul style="list-style-type: none"> • Talk about features of our community. Draw these on a simple map. Maths • Observe and discuss the different between parts of our local community. Eg Lincoln, Whisby. 	<ul style="list-style-type: none"> • Draw information from a simple map and identify landmarks of our local area walk. Maths • Find out about their local area by talking to people, examining photographs, and visiting local places. • Comment and ask questions about the different parts of the local community. 	<ul style="list-style-type: none"> • Create own maps using grid paper and symbols (x marks the spot treasure maps) • They understand what maps can be used for and why we have maps. (Geography) • They will follow a simple map, as a group, to help find objects/features around the EYFS/School environment. (Geography) Maths • Recognise, know, and describe features of different places. • Look closely at similarities and differences between their immediate environment and different places (countries) they have visited, learnt about through books or websites.
<p>Enquiry Skill Development</p>	<ul style="list-style-type: none"> • Know that you can find out information from different sources e.g. internet, books 	<ul style="list-style-type: none"> • Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day. Ask questions, use different sources to find answers including books. 	<ul style="list-style-type: none"> • Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of Iceland 	<ul style="list-style-type: none"> • Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. (revisit key people, eg police, dentist etc.) 	<ul style="list-style-type: none"> • Talk about key roles people have in society both in the present and past. • Name and describe people who are familiar to them within their community and where they work e.g., police, fire service, doctors, dentist. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.
<p>Ongoing Throughout the Year</p>	<p>Communication: Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Talk about how this impacts them (eg gloves, sun hat.)</i></p> <p>Observation: <i>Explore the natural world around them</i> by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. Explore light and dark, shadows, floating and sinking. Explore how things work. Explore different materials, talk about similarities and differences. Sort materials based on their properties eg, soft, hard, metal not metal, talk about what they notice</p>					
<p>Vocabulary</p>	<p>Explore, special, family, celebrate, believe, past, now, a long time ago, day, time, baby, child, adult, day, country, world, birds eye view, map, globe, investigate, compare, same, similar, different, float, sink, hard, soft, rough, hard, cold, hot, change, environment, maps.</p> <p>Plant, stem, petal, roots, leaves, seed, bulb.</p> <p>Lifecycle, chick, tadpole, frog, froglet, chicken, egg, hatch, growing, new life, butterfly, caterpillar, chrysalis, habitats.</p> <p>Church, Vicar, bible, Muslim, community, God, Mosque, Muhammed, Eid</p> <p>Town, houses, detached, semi-detached, bungalow, road, park.</p> <p>Seasons.</p> <p>Job, work, firefighters, police, doctors, nurses, vet.</p> <p>Remembrance day, November, poppies, war, fight, Guy Fawkes, Parliament, gunpowder, sparklers, bonfire, birthday, Christmas, presents, Nativity, Stable, manger.</p>					








Expressive Arts and Designs

The Reception Year provides the foundation for mathematical skills the children will build upon in Year one.

STATUTORY 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.

Mark Making and Drawing	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. Skill – Draw my family (calendar) Observational drawing – pumpkins.	Develop an understanding of certain objects/people/things need certain features and draw with increasing complexity. Eg understand that people need a head, arms, legs etc. (Art)	Continue to refine and build control in drawings. Continue to develop complexity in drawings. Skill – observational drawing – spring flowers, inside and outside.	Plan and draw with a purpose and care. Add detail and colour.	Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them. (DT) Create collaboratively sharing ideas, resources and skills. Mark Making/Drawing Produce detailed drawings and talk about these.
Colour	Experience - Explore mixing colours. Begin to name colours.	Knowledge – Recognise and name colours.	Skill – create a wash background.	Continue to explore and build confidence with colour mixing and do this with purpose and care.	Skill – Explore shades of colour and how to make different shades.	Colour Skill - Mix and choose colours for a purpose and reason your thinking. Knowledge – know some hot and cold colours.
Painting	Exploring paint using different objects – finger paint/ sponges. (Art)	Skill – Mix paints to make new colours, using resources for support.	Understand that they can paint shapes/marks to represent objects/people. Begin to plan painting. Artist study – Leonardo Da Vinci – portrait painting	Using particular colours to paint pictures – eg. Green for a tree, brown for certain animals etc. (Art)	Paint with a purpose and select colours with thought and care.	Experience - Explore painting on different surfaces Explore painting with different textures eg sawdust, sand.
Printing	Explore printing tools and techniques including hands, feet and fingers.	Explore printing using sponges and shapes. Kandinsky inspiration.	Explore using shapes, sponges and rollers.	Skill – printing with natural resources such as pine cones and leaves	Using objects/ tools to print and create a pattern or image with support. (Art) (table and polystyrene)	Printing independently to create a pattern or image (Art)
Materials	Explore different materials freely, in order to develop their ideas about how to use them and what to make. (DT)	Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.	Exploring materials and beginning to understand different materials can be used in different ways eg shelter, winter clothing. Talk about what the materials look and feel like. (DT/Science)	Continue to explore and understand how to use different materials. Begin to select materials for a purpose. Collage.	Choosing and using different materials for different effects. (DT) Using different cut of materials / papers to make a simple image. (DT)	Choose materials for a purpose and reason their decision. Select materials and combine these to make a whole picture/image.
Joining Skills	Join different materials and explore different textures. (DT)	Join different materials and explore different textures. (DT)	Begin to consider joining decisions, how to join for the materials, where to join.	Take care when joining materials, tape placement and amount.	Joining materials using, sellotape, glue and treasury tags with support (DT)	Join materials with confidence and be able to reason your choice.
Scissor Skills	Cutting skills developed when children are demonstrating readiness and mastery of previous skill. Begin to safely hold scissors using correct grip. Open and close scissors with control. Make snips and begin to cut with a forward motion. Continuously cut in a forwards motion using helper hand to hold the paper. Begin to move the helper hand to allow forwards cut across a page. Cut continuous straight lines with confidence. Begin to cut curves and angled lines. Cut curves and angled lines and reposition helper hand to assist Cut more complex shapes and lines with more angles using the helper hand to assist and position paper					

<p>Imaginative</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. 	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (DT) • Develop storylines in role play and small world scenarios. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Develop storylines/ story language in their pretend play. 	<ul style="list-style-type: none"> • Continue to develop storylines progressing in complexity and in a variety of contexts.
<p>Music</p>	<ul style="list-style-type: none"> • Listen with increased attention to sounds. (Music) • Sing songs that they know. • Listening and responding to different styles of music. (Music) • Sing along with nursery rhymes and action songs. (Music) 	<ul style="list-style-type: none"> • Make their voice/singing loud and quiet. (Music) • Sing and recognise high and low pitch (high like a mouse, low like a lion) (Music) • Move appropriately to music at different speeds e.g. running, crawling (tempo). (Music/PE) 	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. (Music) • Sing the pitch of a tone sung by another person ('pitch match'). (Music) • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (Music) • Recognise that sounds are made in a variety of ways (timbre) (Music) • Taps out a repeated rhythm (using voice and untuned instruments/ body percussion through copy-back and answer games, etc.) (Music) • Begin to sing own songs independently from whole class singing. 	<ul style="list-style-type: none"> • Remember and sing entire songs. (Music) • Respond to what they have heard, expressing their thoughts and feelings. (Music) • Use drawing to represent ideas like movement or loud noises. (Music) • Move in time to a steady beat (pulse) (Music) • Explore performing with different instruments. (Music) • Begin to improvise a song around one they already know. 	<ul style="list-style-type: none"> • Talk about the music that they hear. • Listen attentively, move to and talk about music, expressing their feelings and responses. (Music) • Watch and talk about dance and performance art, expressing their feelings and responses. (Music) • Begin to clap a simple beat in a whole class setting. • Move in time to the pattern of a song (rhythm). (Music) • Sing and play an instrument along with a song. (Music) • Share their ideas and perform their work to others with adult support. • Play an instrument in time to a simple beat. • Play an instrument loud and quiet/soft. 	<ul style="list-style-type: none"> • Tap a beat/ clap in time to a piece of music/simple song with confidence. (Music) • Sing in a group or on their own, increasingly matching the pitch and following the melody. (Music) • Explore and engage in music making and dance, performing solo or in groups. (Music)
<p>Ongoing throughout the year Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants. Develop story lines in play.</p>						
<p>Vocabulary Printing, cutting, sticking, colouring, drawing, singing, timing, tune, rhythm, joining, decorating, scraping, threading, washing, cleaning, quiet, loud, clapping, rolling, folding, dabbing, stapler, staples, purpose, perform, sing, dance, masking tape, glue, collage, design, observe, mix, stir, pour, evaluate, paint, colour, cut.</p>						

<p>Stage 1 Carrying</p>		<ul style="list-style-type: none"> • Blocks are carried around • Not used for construction • They explore them using their senses (touch, sight, taste) • May also hit them together to explore sound • Dumping them in piles from containers
<p>Stage 2 Stacking</p>		<ul style="list-style-type: none"> • Building Begins • Stack the blocks either vertically (towers) or horizontally (rows)
<p>Stage 3 Bridging</p>		<ul style="list-style-type: none"> • Lay a base block, place an upright block at both ends of it, then attempt to bridge the structure with a block the same length as the base block
<p>Stage 4 Enclosures</p>		<ul style="list-style-type: none"> • Occur soon after a child begins to use blocks regularly • Need cognitive understanding of spatial orientation, or knowing which direction to turn the blocks. They will continue to place blocks end to end, which ends up creating roads. • Begin with 4 blocks and eventually move to circle/ovals and joined enclosures
<p>Stage 5 Patterns And Symmetry</p>		<ul style="list-style-type: none"> • Fine motor skills allow this to happen faster • Become more imaginative • Use more blocks • More intentional in their selection of kinds of blocks • Incorporate patterns and balance • May or may not name it
<p>Stage 6 Early Representation</p>		<ul style="list-style-type: none"> • Name structure • Name reflects the purpose of the building, with names relating to function of building • Dramatic play often begins • block building basics have been mastered and they begin to use their blocks as a tool for dramatic play
<p>Stage 7 Later Representation</p>		<ul style="list-style-type: none"> • Represent actual structures children know from real life or stories. • Naming structures becomes more common. • Buildings are created to symbolize familiar structures. • The design elements become more intricate and represent actual details. • They will create their own accessories to support their play.

Compiled by the Iowa Regents' Center for Early Developmental Education at the University of Northern Iowa and adapted from: Harriet Johnson in *The Art of Blockbuilding* (1933/1996), the work of Doug Clements and Julie Sarama in *Learning and Teaching Early Math: The Learning Trajectories Approach* (2009) and *Early Childhood Mathematics Education Research: Learning Trajectories for Young Children* (2009), and Ingrid Chalufour and Karen Worth in *Building Structures with Young Children* (2004).