



Curriculum Map 2025-26

This is a working document and will be added to and adapted throughout the year to meet the needs of the children

Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Drivers:	Forest School, Christian Values and Nurture					
Termly Themes	Who am I? Our Environment		The world around us		Living Creatures and things	
Values A year	Creation and stewardship	Peace and justice	Wisdom	Reverence	Humility	Hope
Values B year	Community	Friendship	Courage and resilience	Thankfulness	Love and compassion	Trust
Learning Umbrella	Settling in and belonging, our school and class family Routines and expectations Feelings and emotions Families and relationships Celebrations, festivals of light, seasonal change		Our home Planet Earth Countries and Cultures Farming		Lifecycles and mini – beasts Beautiful blooms Dinosaurs Animals big and small	
UW topics	Our families, Harvest, Autumn Map work	Seasonal changes, Fireworks, Diwali, Christmas, Map work	Travelling in space and the planets Exploring our senses, Hot and cold environments	Map work Countries and people Spring and seasonal change Where does our food come from?	Oceans and sea creatures Land of the dinosaurs and fossils and bones	Seasonal change – Summer Mini-beasts and bugs Flowers Animals
Enrichment opportunities	Library Pop up play village Church Firefighter visit, Jobs that parents do Nativity		World Book Day – Author visit or performance.		Caterpillars to butterflies Visit to a wildlife park or petting zoo in school Leavers Service at Church	
Possible lines of development (PLODS)	Linked to children’s interests and fascinations.					

Communication & Language (Prime area of learning)	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					
	This prime area is split into 2 further areas: speaking and listening, attention and understanding . Communication and Language underpins all areas of learning. Communication and language is embedded and provision continuously through both adult led and child-initiated learning, Throughout the year, the children will have opportunities to develop their Communication and Language skills through a range of individual, small group and whole class activities – these include circle games and carpet times, stories, poems, non-fiction texts and related follow up activities (including role-play and story re-telling), learning new vocabulary linked to enhancements, songs and rhyme time. We identify core stories, poems and rhymes that children will get to know really well. In addition, communication and language skills are developed through children's curiosities and interests during child-initiated learning time and interactions with adults and peers. We will be taking a total communication approach, using spoken language, Makaton sign language, symbols and photos to support all communication. Wellcomm speech and language assessments will be undertaken as part of our routine baseline assessments to support planning and provision for children. Assessments will be re-done every half term for those children who need extra support.					
Development of Listening skills Intent Vocabulary Implementation	Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm. Discussions around listening and safety such as fire alarms, road safety.	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, asking children questions about stories or work they are completing.	Children show good listening skills and can listen to one another, adults and new people with great skill. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions.

<p>Development of Attention skills</p> <p>Intent Vocabulary Implementation</p>	<p>Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time. Carpet, sitting, listening, joining in, hand up, group. Carpet time, visual and verbal reminders to sit and listen.</p>	<p>Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention. Carpet, sitting, listening, joining in, hand up, group, P.E, Collective Worship. Carpet time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent. Carpet, sitting, listening, joining in, hand up, group, quiet, quietly. Carpet time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children can maintain attention in different contexts. Children show attention to both peers and adults. Carpet, sitting, listening, joining in, hand up, group, listen. Carpet time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children are developing their attention skills to both listen and continue with an activity. Sitting, listening, joining in, help. Carpet time, Collective Worship time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children attend to others in play. Children show good levels of attention during learning tasks. Join in, game, pretend, friend, new, game, different. Carpet time, Collective Worship, group activities, play (indoors and outdoors), and reminders to sit and listen.</p>
<p>Development of Responding skills</p> <p>Intent Vocabulary Implementation</p>	<p>Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet'. Carpet, sitting, listening, joining in, hand up, story time, book, reading, Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</p>	<p>Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting. Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions. Asking and encouraging children to answer questions about texts. Children conversing and responding during play – modelled to them by adults.</p>	<p>Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends. Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, predict, pretend. Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding during play – modelled to them by adults.</p>	<p>Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses. Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction. Children conversing during group work and play times – adults to model and support. Children listening to stories and answering questions.</p>	<p>Children keep play going by conversing and extending conversation. Children ask and answer questions Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next. Children playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer question,</p>	<p>Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. Questions, why, what, when, how, explain, listen, heard, because. Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.</p>

Development of Understanding skills Intent Vocabulary Implementation	<p>Children following simple 1 step instructions. Children understanding appropriate 'why' questions.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>	<p>Children following clear instructions with 2 parts.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.</p>	<p>Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.</p> <p>Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.</p> <p>Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.</p>	<p>Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.</p> <p>Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language.</p> <p>Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.</p>	<p>Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.</p> <p>Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because.</p> <p>Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.</p>	<p>Children can retell a story showing a good understanding.</p> <p>Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.</p> <p>Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth.</p> <p>Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.</p>
Development of Speaking skills Intent Vocabulary Implementation	<p>Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.</p> <p>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</p>	<p>Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration.</p> <p>Conversation, turn taking, why, because, and, cat, hat, good morning how are you.</p>	<p>Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.</p> <p>Pretend this is, ran, fell, why, because, I think, this morning, last night.</p> <p>Giving children lots of opportunities to talk during carpet time,</p>	<p>Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories.</p> <p>I think, because, why, when, does, and, because, next, after that, let's try.</p> <p>Adults modelling and supporting children to</p>	<p>Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.</p> <p>I think, because, why, when, does, and,</p>	<p>Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.</p> <p>Play, pretend, topic specific vocabulary, now, then, before,</p>














	Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.	group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.	resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	because, next, after that, let's try, feelings, experience, went to, going to, please, thank you, Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.	after, if, because, so, could, Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.
Focus Texts – (HfL Essential Writing) – subject to change following children's interests	Core texts – All about me Pete the cat rocking my school shoes That's not my name All are welcome The Little Red Hen We're going on a Bear Hunt The Proudest Blue	Core texts My must have mum Jo Jo and Gran Gran Leaf Man Diwali Stick Man Here comes Jack Frost The Nativity (through drama) People who help us	Core texts Super Duper you Happy to be me Farmer Duck The enormous Turnip Oliver's Vegetables	Core texts I like Chinese New Year – We catch the bus On the way home The Gingerbread Man The world around me – Charlotte Guilain	Core text Everybody has a body Goldilocks and the three bears Jack and the beanstalk How to grow a dinosaur Somebody swallowed Stanley. Commotion in the Ocean	Core text The very hungry caterpillar. I saw a bee That's my flower Teeny Weeny Tadpole You Choose
The Reception Year provides the foundation for communication and language	The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe					

skills children will build upon in Year one	and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.
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Physical development (Prime area of learning)	<p>STATUTORY EDUCATIONAL PROGRAMME:</p> <p>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>					
	<p>Throughout the year, the children will have opportunities to develop their skills through a range of individual, small group and whole class activities.</p> <p>These will include funky fingers sessions, dough disco, squiggle whilst you wriggle, handwriting sessions, and P.E. sessions.</p> <p>In addition, physical skills are developed through access to physical resources during their child initiated learning time, with the support of adults and peers.</p>					
<p>Development Matters (2021) Guidance</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet.</p> <p>Adults supporting children to learn the school day and routines. Children going for dinner, Children toileting independently.</p>	<p>Children will revise and refine the fundamental movement skills they have already acquired.</p> <p>Roll, crawl, walk, jump, run, hop, skip, climb, balance, skill, careful.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided.</p>	<p>Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Throwing, catching, kicking, passing, batting, aiming, confidently, precisely, accurately, ball, racket, hands, face, eyes.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated</p>	<p>Children will know and talk about the different factors that support their overall health and wellbeing.</p> <p>Physical activity, health eating, food groups, tooth brushing, screen time, bedtime routine, road safety.</p> <p>Planned lessons, guided discussions and continuous provision based around keeping healthy through a range of factors.</p>	<p>Children will combine different movements with ease and fluency.</p> <p>Dance, move, movement, star shape, pike, straddle, tuck, levels, low, standing, tall.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.</p>	<p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Safe, safely, rules, pencil, pen, scissors, paintbrush, bike, scooter, blocks.</p> <p>Children having daily access to a range of large and small apparatus both indoors and outdoors.</p>

			and adult guided, balls in outdoor area.			
Gross Motor Development Intent Vocabulary Implementation	Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone. Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball. Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes. Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing. Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling. Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.
Fine Motor development Intent Vocabulary Implementation	Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two. Pencils, tools, equipment, safely, hand, scissors, snips. Pencils available for children at all times, scissors available for children to use,	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing. Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation,	Developing an effective pencil grip. Developing skill when using tools including scissors. Pencil, grip, hand, fingers, skill, scissors, snips, control. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if	Children forming recognisable letters with an effective pencil grip. Letters, trace, rhymes, pencil grip. Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately. Scissors, small tools, tripod, fingers, draw, pencils. Adults supporting children to develop their pencil grip – verbally, moving	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing. Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.

	activities for children that include mark making, name writing and snipping paper.	letters, rhymes, writing. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Weekly handwriting lessons – children introduces to new formations to copy and then use during writing activities.	children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.	fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.
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FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKEED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS								6-7 YEARS
			 								
Pencil held in the palm.	All fingers are holding the pencil but the wrist is turned	Fingers are held on the pencil beginning to	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.								Pencil is held in a stable position between the

All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.	so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.		thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.
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<u>Physical Education</u> In addition to the opportunities in the provision, children take part in adult directed PE lesson per week with RTFC and the school follow Get Set 4 Education PE scheme.						
PE Theme	<u>Introduction to PE Unit 1</u> <u>Gymnastics Unit 1</u>	<u>Introduction to PE Unit 2</u> <u>Dance Unit 1</u>	<u>Fundamentals Unit 1</u> <u>Ball Skills Unit 1</u>	<u>Fundamentals Unit 2</u> <u>Games Unit 1</u>	<u>Ball Skills Unit 2</u> <u>Gymnastics Unit 2</u>	<u>Games Unit 2</u> <u>Athletics</u>
Development Matters (2021) Guidance Intent Vocabulary Implementation	Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet. Adults supporting children to learn the school day and routines. Children	Children will revise and refine the fundamental movement skills they have already acquired. Roll, crawl, walk, jump, run, hop, skip, climb, balance, skill, careful. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided.	Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Throwing, catching, kicking, passing, batting, aiming, confidently, precisely, accurately, ball, racket, hands, face, eyes.	Children will know and talk about the different factors that support their overall health and wellbeing. Physical activity, health eating, food groups, tooth brushing, screen time, bedtime routine, road safety. Planned lessons, guided discussions and continuous provision based around keeping	Children will combine different movements with ease and fluency. Dance, move, movement, star shape, pike, straddle, tuck, levels, low, standing, tall. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.	Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Safe, safely, rules, pencil, pen, scissors, paintbrush, bike, scooter, blocks. Children having daily access to a range of large and small apparatus both indoors and outdoors.

	going for dinner, Children toileting independently.		P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.	heathy through a range of factors.		
Gross Motor Development Intent Vocabulary Implementation	Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone. Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball. Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes. Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing. Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling. Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.
Fine Motor development Intent Vocabulary	Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.	Developing an effective pencil grip. Developing skill when using tools including scissors. Pencil, grip, hand, fingers, skill,	Children forming recognisable letters with an effective pencil grip. Letters, trace, rhymes, pencil grip.	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.

Implementation	<p>Pencils, tools, equipment, safely, hand, scissors, snips. Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>	<p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Weekly handwriting lessons – children introduces to new formations to copy and then use during writing activities.</p>	<p>scissors, snips, control. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p>	<p>Scissors, small tools, tripod, fingers, draw, pencils. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>
Delivered Through	<ul style="list-style-type: none"> • Weekly Forest School • 2 x Weekly PE • Yoga / Sensory circuits / movement breaks • Daily Continuous provision • Daily Funky fingers • Daily dough Disco • Squiggle whilst you wriggle • Handwriting practice linked to letter sound families 					
The Reception Year provides the foundation for physical skills children will build upon in Year one.	<p>The National Curriculum (2014) states that...</p> <p>Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns.</p>					

Personal, Social & Emotional Development (Prime Area of learning)	<p><u>STATUTORY EDUCATIONAL PROGRAMME:</u></p> <p>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.</p> <p>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>					
Development of Expressing Feelings (Self-Regulation) Intent Vocabulary Implementation	<p>Children talk about their feelings to trusted adults or special friends. Feelings, emotions, happy, sad, angry, good, bad. Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.</p>	<p>Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them. Happy, sad, angry, upset, cry, nice, problem, feeling, emotions. Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to</p>	<p>Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week. Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad. Adults giving children time to present any</p>	<p>Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school. Choice, explain, say, worry, sad, help. Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to</p>	<p>Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset. Sorry, upset, sad, accident, help. Adults modelling apologies and explaining to children when an apology is necessary.</p>	<p>Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair. Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn. Adults providing children with a</p>

		express their feelings.	achievements and children knowing they can talk to their teachers about the achievements they have made.	talk about any concerns they may have.		range of strategies to deal with anger and other emotions.
Development of Managing behaviour (Self-Regulation) Intent Vocabulary Implementation	Children may come into school upset but can be comforted by adults. Children listen to the rules and expectation and begin to follow them. Upset, sad, feeling, emotion, rules, safety. Adults supporting children who are upset. School behavioural expectations explained to the children. Rules explained as well as the reason behind them – books shared linked to rules.	Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class. Sharing, taking turns, my turn, your turn, patience, waiting. Adults modelling sharing, adults supporting children to share.	Children know and follow the behavioural expectations of the school. Rules, following, behaviour (language related to the behaviours policy) Behaviour expectations are consistently shared with the class.	Children are beginning to understand why listening is important to help us learn and keep us safe. Listening, waiting, trusted adults, friend, friendship, safe, safety. Adults to model and explain why we listen and why it is important. Stories shared around listening.	Children will without question follows instructions from their teachers or school adults. Listening, rules, following, safety (language relating to the behaviour policy) Adults giving children clear instructions in a range of situations to follow.	Children are developing in independence and can manage their behaviour in a range of situations in school. Independence, getting on, planning, changing, keeping on trying, reflecting, Challenges available to the class. A wide selection of provision available for children to choose between. Adults prompting children to explain their progress in their play.
Development of Self-awareness, keeping healthy (Managing Self) Intent Vocabulary	Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom	Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it	Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what	Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible.	Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and	Children are proud of who they are and what they can do. They talk about themselves positively. Individual, me, my, I can, happy,

<p>Implementation</p>	<p>rules and are following these with some reminders. Like, dislike, rules, listening, safe, behaviour. Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.</p>	<p>too. Why, explain, language linked to provision and prior learning. Prompts to discuss what they are doing and give a reason why.</p>	<p>they can do and their achievements. Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children discussing the rules and knowing right from wrong.</p>	<p>Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time. Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.</p>	<p>proud of what they have achieved at school. Happy, good, like, proud, I can, better. Children given time to talk to adults or as a 'show and tell' to explain their achievements.</p>	<p>good, like, better. Discussions with adults on their achievements in Reception and how they have progressed since joining school.</p>
<p>Development of Independence (Managing Self)</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so. Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening. Visual and verbal reminders to organise themselves. Reminders to use</p>	<p>Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next. Children given the choice to play in the area they</p>	<p>Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time. Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food. Adults to build a good relationship</p>	<p>Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently. Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening. Children being asked to independently dress themselves. Children given</p>	<p>Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that. Regular new activities introduced to the</p>	<p>Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey. Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates,</p>

	the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as "Get your bag".	would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.	with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.	challenges in class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.	class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.	dairy, food names, physical activity, P.E, work out. Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.
Development of Social skills (Building Relationships) Intent Vocabulary Implementation	Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready. Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.	Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it. Friend, class, teachers, help, please, talk, conversation. Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.	Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to Talk, friends, friend names, play, classroom area names. Children provided with lots of opportunities to play with others and make friends with other children.	Children are building relationships through play and talk and conserve to many of their peers. I think, because, why, when, please, turns, next, shall we, pretend. Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.	Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game. Do you, like, dislike, your turn, my turn, minutes, shall we. Stories around considering others, prompts to share, collaborate with other children if necessary.	Children know if they have hurt someone's feelings and will apologies without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends. Your turn, my turn, you can have it, share, sad, happy, friend. Stories around conflict, responsibility, individuality and needs of others.

PSHE POS:	BEING ME IN MY WORLD – (Self-Regulation) <ul style="list-style-type: none"> • Classroom routines and expectations • Belonging • Who ..me? • How am I feeling today? • Being at school • Gentle hands • Our rights – classroom charter • Our responsibilities 	CELEBRATING DIFFERENCE – <ul style="list-style-type: none"> • Identify something I am good at and understand that everyone is good at different things. • To understand that being different makes us all special. • know we are all different but the same in some ways. 	DREAMS AND GOALS- (Managing Self) <ul style="list-style-type: none"> • Challenge • Never giving up • Setting a goal • Obstacles and support • Flight to the future • Footprint awards 	HEALTHY ME- (Managing Self) <ul style="list-style-type: none"> • Everybody's body • We like to move it, move it • Food glorious food • Sweet dreams • Keeping clean • Safe adults 	RELATIONSHIPS- (Building relationships) <ul style="list-style-type: none"> • My family and me • Make friends part 1 • Make friends part 2 • Falling out and bullying part 1 • Falling out and bullying part 2 • Being the best friends that we can be 	CHANGING ME – (Managing self and Self regulation) <ul style="list-style-type: none"> • My body • Respecting my body • Growing up • Fun and fears part 1 • Fun and fears part 2 • Celebration
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		<ul style="list-style-type: none"> To be able to say why I think my home is special to me. To tell you how to be a kind friend. To know which words to use to stand up for myself when someone says or does something unkind. 				
Knowledge and key skills	<p>To understand how it feels to belong and that we are similar and different.</p> <p>To start to recognise and manage my feelings</p> <p>To work together with others and consider other people's feelings.</p> <p>I understand why it is good to be kind and use gentle hands.</p> <p>To start to understand children's rights and</p>	<p>To identify something I am good at and understand that everyone is good at different things.</p> <p>To understand that being different makes us all special.</p> <p>To know we are all different but the same in some ways.</p> <p>To say why my home is special to me.</p> <p>To be able to say or show how to be a kind friend.</p>	<p>To understand that if I persevere I can tackle challenges.</p> <p>To tell you about a time I didn't give up until I achieved my goal.</p> <p>To set a goal and work towards it.</p> <p>To use kind words to encourage people.</p> <p>To understand the link between what I learn now and the jobs I might like to do when I am older.</p>	<p>To understand that I need to exercise to keep my body healthy.</p> <p>To understand how moving and resting are good for my body.</p> <p>To know what the word 'healthy' means and that some foods are healthier than others.</p> <p>To know how to help myself go to sleep and understand why sleep is good for me.</p>	<p>To identify some of the jobs I do in my family.</p> <p>To understand how to make friends to stop myself from feeling lonely.</p> <p>To be able to think of ways to solve problems and stay friends.</p> <p>To start to understand the impact of unkind words.</p>	<p>To name parts of the body.</p> <p>To say / show that some of the things I can do and foods I can eat to be healthy.</p> <p>To understand that we all grow from babies to adults.</p> <p>To express how I feel about moving to Year 1.</p> <p>To talk about how I feel about my worries and/or the things I am looking forward to</p>

	<p>this means we should all be allowed to learn and play.</p> <p>To learn what being responsible means and our responsibility to our class family.</p>	<p>To know which words to use to stand up for myself when someone says or does something unkind.</p> <p>To understand the core golden rules of our Layston School family.</p>	<p>To say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>To work together to overcome challenges</p> <p>To develop an understanding the importance of perseverance in the face of challenge.</p>	<p>To know that I must wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>To know who my safe adults are and how to stay safe if they are not close by me.</p>	<p>To use Calm Me Time strategies to manage my feelings.</p> <p>To know how to be a good friend.</p>	<p>about being in Year 1.</p> <p>To share my memories of the best bits of this year in Reception.</p>
<p>Development of Communication (Building Relationships)</p> <p>Intent</p> <p>Vocabulary Implementation</p>	<p>Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance.</p> <p>Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication.</p> <p>Teacher, peer, friends, class, nicely, turn taking, having a go.</p> <p>Adults modelling conversations to other adults as well as to the whole class, small groups of children and 1:1 with children too.</p> <p>Adults using specific facial expressions to convey emotions for children to see as well as using appropriate language and vocabulary that they would like for the children to also use. Adults will model positive engagements.</p>					
<p>Development of Managing behaviour (Self-Regulation)</p> <p>Intent</p> <p>Vocabulary Implementation</p>	<p>Children may come into school upset but can be comforted by adults. Children listen to the rules and expectation and begin to follow them.</p> <p>Upset, sad, feeling, emotion, rules, safety.</p> <p>Adults supporting children who are upset.</p> <p>School behavioural expectations</p>	<p>Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class.</p> <p>Sharing, taking turns, my turn, your turn, patience, waiting.</p> <p>Adults modelling sharing, adults supporting children to share.</p>	<p>Children know and follow the behavioural expectations of the school.</p> <p>Rules, following, behaviour (language related to the behaviours policy) Behaviour expectations are consistently shared with the class.</p>	<p>Children are beginning to understand why listening is important to help us learn and keep us safe.</p> <p>Listening, waiting, trusted adults, friend, friendship, safe, safety. Adults to model and explain why we listen and why it is important.</p> <p>Stories shared around listening.</p>	<p>Children will without question follows instructions from their teachers or school adults.</p> <p>Listening, rules, following, safety (language relating to the behaviour policy)</p> <p>Adults giving children clear instructions in a range of situations to follow.</p>	<p>Children are developing in independence and can manage their behaviour in a range of situations in school.</p> <p>Independence, getting on, planning, changing, keeping on trying, reflecting, Challenges available to the class. A wide selection of provision available</p>

	explained to the children. Rules explained as well as the reason behind them – books shared linked to rules.					for children to choose between. Adults prompting children to explain their progress in their play.
Development of Self-awareness, keeping healthy (Managing Self) Intent Vocabulary Implementation	Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders. Like, dislike, rules, listening, safe, behaviour. Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.	Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too. Why, explain, language linked to provision and prior learning. Prompts to discuss what they are doing and give a reason why.	Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements. Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children discussing the rules and knowing right from wrong.	Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time. Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.	Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. Happy, good, like, proud, I can, better. Children given time to talk to adults or as a 'show and tell' to explain their achievements.	Children are proud of who they are and what they can do. They talk about themselves positively. Individual, me, my, I can, happy, good, like, better. Discussions with adults on their achievements in Reception and how they have progressed since joining school.
Development of Independence (Managing Self) Intent	Children are becoming more independent at coming into school in the morning and getting ready for home at home	Children are using their preferences to choose what they would like to do at school. Children can put their coats on and	Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for	Children looking after themselves at school (personal and hygiene needs). Children developing	Children are confident to try new things. They continue to develop their resilience and perseverance	Children continue to look after themselves and understand what healthy choices are. Children have

Vocabulary Implementation	<p>time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so.</p> <p>Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.</p> <p>Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as "Get your bag".</p>	<p>are becoming more confident and skilled in using buttons and zips.</p> <p>Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.</p> <p>Children given the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.</p>	<p>help, getting a drink when they want one.</p> <p>Children independently making healthy food choices such as at dinner time.</p> <p>Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food.</p> <p>Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.</p>	<p>resilience and perseverance independently.</p> <p>Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening.</p> <p>Children being asked to independently dress themselves. Children given challenges in class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk</p>	<p>independently. Children can continue to look after and care for themselves.</p> <p>Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that.</p> <p>Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.</p>	<p>developed resilience, independence and perseverance to support them through transition and the next step in their school journey.</p> <p>Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity, P.E, work out.</p> <p>Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.</p>
<p>Development of Social skills (Building Relationships)</p> <p>Intent</p> <p>Vocabulary Implementation</p>	<p>Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready.</p>	<p>Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they</p>	<p>Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to</p> <p>Talk, friends, friend</p>	<p>Children are building relationships through play and talk and converse to many of their peers.</p> <p>I think, because, why, when, please, turns,</p>	<p>Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.</p>	<p>Children know if they have hurt someone's feelings and will apologise without being asked. Children know some children might like or dislike the things</p>

	<p>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.</p>	<p>need it.</p> <p>Friend, class, teachers, help, please, talk, conversation.</p> <p>Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.</p>	<p>names, play, classroom area names.</p> <p>Children provided with lots of opportunities to play with others and make friends with other children.</p>	<p>next, shall we, pretend.</p> <p>Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.</p>	<p>Do you, like, dislike, your turn, my turn, minutes, shall we.</p> <p>Stories around considering others, prompts to share, collaborate with other children if necessary.</p>	<p>they do and that it is okay.</p> <p>Children look after each other and want to help their friends. Your turn, my turn, you can have it, share, sad, happy, friend.</p> <p>Stories around conflict, responsibility, individuality and needs of others.</p>
<p>The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year one.</p>	<p>Children will continue to develop their PSSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction. Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating.</p> <p>PSSED play a part in all lifelong skills.</p>					

<p>Literacy (Specific area of Learning)</p>	<p>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>
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	<p>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. Children in reception have the opportunity to develop these skills as adults and continuously talking with children about the world around them and the books (stories and non-fiction) they read with them. They also have numerous opportunities to enjoy rhymes, poems and songs together.</p> <p>Children develop skilled word reading through the teaching of phonics. This involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children in Reception have daily opportunities to write both in the provision and through adult led literacy activities. We teach children in Reception to read and write using the sound progression of the Read Write Inc. phonics programme, which is followed throughout Reception and Key Stage 1. The expected progression in knowledge is outlined below. The programme enables children to develop the key Literacy skills shown underneath.</p> <p>In addition, Literacy skills are developed through children's curiosities and interests, and interaction with our enabling environment, with support from adults during child-initiated learning time.</p>					
Development of Reading Comprehension Intent Vocabulary Implementation	<p>Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p> <p>Reading together,</p>	<p>Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions.</p> <p>Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</p> <p>Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'ye' and 'no' questions about texts,</p>	<p>Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction.</p> <p>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</p> <p>Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in</p>	<p>When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.</p> <p>Story, order, sequence, retell, end, repeat.</p> <p>Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their</p>	<p>Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.</p> <p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p> <p>Children to sequence a story in their writing.</p>	<p>Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.</p> <p>Vocabulary, words, recall, retell, next, after that, why, when, like.</p> <p>Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and</p>

	pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and books suggested above)	model using puppets to act out stories.	different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.	predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.	Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.	explaining new vocabulary used in texts shared with them.
Development of Reading Words Intent Vocabulary Implementation	Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).					
	Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars. Children are beginning to be able to orally blend and segment. (Phase 1 Phonics). Hearing, listening, sound, phoneme, three sounds, two sounds, put it	Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i... Begin to blend some simple words Children read a few common exception words matched to the phonic programme. Letters, phonemes, read, sounds, tricky words.	Continue to read individual graphemes (letters sounds). Blend simple sounds into VC or CVC words. Children read a few common exception words matched to the school's phonic programme. Letters, phonemes, read, sounds, tricky words.	Continue to read graphemes as well as some digraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons.	Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons. During Phonics lessons children shown digraphs,	Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense Tricky words, re-read, check, sense, edit, change, adapt, improve. Children shown Phase 4 tricky words to sight read. Children

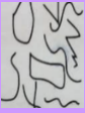

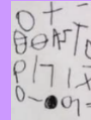
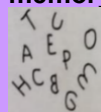
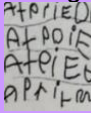
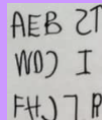
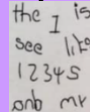
	<p>together, what can you hear?</p> <p>Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.</p>	<p>During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>reminded to re-read their work to check for fluently.</p>
<p>Development of Phonics</p> <p><i>RWI scheme (assessment ½ termly and streamed)</i></p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Phase 1 / RWI Set 1</p> <p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees.</p> <p>Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and teachers modelling sounds. Support and</p>	<p>RWI Set 1</p> <p>Know grapheme phoneme correspondence. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words First tricky words (the, to, no, go)</p> <p>Grapheme, phoneme, blend, sound, say, segment</p> <p>During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC and CVC during reading</p>	<p>RWI Set 1 Special Friends</p> <p>Consolidate learning. Recognise digraphs - ck + ff, ll, ss. Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC.</p> <p>Grapheme, phoneme, blend, sound, say, segment, read, friendly sounds.</p> <p>During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC, CVC</p>	<p>RWI Set 2 Special Friends</p> <p>Consolidate Set 1 and learn Set 2 Special Friends.</p> <p>Know the grapheme - phoneme correspondence for j, v, w, x, z, zz, qu.</p> <p>Know the consonant digraphs – sh, th, ch, ng. Know digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi, ee Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my. Write graphemes and digraphs.</p> <p>Grapheme, phoneme, blend, sound, say,</p>	<p>RWI Set 2 Special Friends</p> <p>Consolidate Set 2 skills. Know trigraphs ear, air. Read tricky words linked to their current reading book Continue to apply knowledge of blending and segmenting to reading and spelling for words and captions. Write graphemes from memory and write a simple sentence using phonic knowledge.</p> <p>Grapheme, phoneme, blend, sound, say, segment, digraph,</p>	<p>RWI Set 2 Special Friends</p> <p>Consolidate all sounds learnt so far. Continue to read tricky words linked to their current reading level.</p> <p>Represent each phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs.</p> <p>Grapheme, phoneme, blend, sound, say,</p>

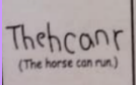
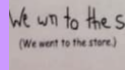
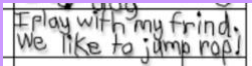
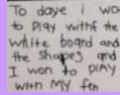
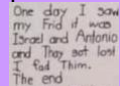
	modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.	and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.	and CVCC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.	segment, digraph, trigraph, friendly sounds. During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Writing digraphs and graphemes in writing lessons and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.	trigraph, friendly sounds, syllable, sentence. During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Write digraphs, trigraphs, graphemes in sentences or captions. Tricky words recapped.	segment, digraph, trigraph, friendly sounds, syllable, sentence. Children given sentences to read and write to match the taught graphemes. Children given tricky words to read and write.
Early Development in Writing Intent Vocabulary Implementation	Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. Listen, speak, speaking, writing, mean, explain, what. Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on	Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds. Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing. Roleplaying resources, a mark making area or access to paper and	Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words. Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end. Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready.	Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready. Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay. CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials	All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing. Writing, sounds, letter sounds, graphemes, phonemes, mark making. New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work	Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops. Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to

	<p>sheets and in their writing book.</p>	<p>writing tools, modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound boards in the class.</p>			<p>drawing on previously read texts.</p>	<p>include this verbally or pictorially.</p>
<p>Development of Compositional skills</p> <p>Intent Vocabulary Implementation</p>	<p>Forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions. Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher.</p>	<p>Understands that thoughts and stories can be written down from what has been modelled to them. Use talk to link ideas during conversation and play as well as clarify their thinking and feelings. Roleplay, feelings, happy, sad, story, message, stories, text. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, Roleplaying with others and acting out stories, modelling writing down ideas as a shared input.</p>	<p>Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds. Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing words and breaking them down into CVC words. Writing activities based on CVC words. Higher ability children challenged to put their CVC word into a sentence.</p>	<p>Orally compose a caption and hold it in memory before attempting to write it. Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing captions with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.</p>	<p>Write a simple sentence. Firstly focusing on including finger spaces. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space. Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.</p>	<p>Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces. Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these.</p>

Development of Spelling Intent Vocabulary Implementation	Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations. 'Robot talk' to segment sounds in words, writing their names on sheets or in books.	Orally spell VC and CVC words by identifying the sounds. Write their own name. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons. Phonics lessons based on orally segmenting words, writing names on sheets and in books during all activities.	Sounding out to write VC and CVC words independently using Phase 2 graphemes. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, spelling. Literacy activities based on writing VC and CVC words. Phonics writing activities writing words with known graphemes.	Sounding out to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. Children can spell some tricky words e.g. the, to, no, go* independently. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Spelling Phase 4 words if ready. Spell tricky words e.g., he, she, we, be, me* independently. Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.
Development of Handwriting Intent Vocabulary Implementation	Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations. Story, print, text, illustration, pictures,	Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using 'pinch and flick' as a method to hold their pencil in a supportive grip for effective writing. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page. Weekly handwriting lessons based on	Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place.. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page. Weekly handwriting lessons based on	Children hold their pencil effectively to form recognisable letters. Children building a repertoire of correct formations through weekly handwriting formation lessons. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right,, lazy letters, tall letters, on the line, under the line.	Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words. Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations. Weekly handwriting lessons based on letter formation progression, daily	Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly. Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing. Weekly handwriting lessons based on letter formation progression - to include capital letters,

	reading, left to right, drawing, making, marks, lines, circles. Weekly handwriting lessons based on shapes and lines, daily reminders and recaps on how to hold a pencil.	Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil.	letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book.	Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines.	reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces.	daily reminders and recap on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces and capital letters.
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Typical writing progression across the Reception Year and Beyond							
	1. Pre-writing		2. Letter strings			3. Early Developmental Spelling	
Early Steps	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning. 	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name 	I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I write letters with spaces between them to resemble the idea of words. 	I copy words that I see in the environment around me. I often do not know what the words say. 
Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy sbr - strawberry	I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge of Set 1 and 2 RWI phonics. Plausible attempts Set 1 and 2 words HF words Adjacent consonants

Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. 	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings. 	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 
Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.

The Poetry Basket	<ul style="list-style-type: none"> All about me Emotions 	<ul style="list-style-type: none"> Down on the farm Weather and the Natural World 	<ul style="list-style-type: none"> Dinosaurs Insects and mini-beasts. The seaside
Helicopter Stories	Oral retelling and acting out stories to support language development.		
The Year 1 expectations in Literacy/English from the National Curriculum. Where are children going?	<p>Year 1 – Reading (Word Reading) :</p> <p>-Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading</p> <p>Year 1 – Reading (Comprehension):</p> <p>-Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>		

-Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.

Year 1 – Writing (Transcript):

Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 1 – Writing (Composition):

Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1 – Writing (Handwriting):

Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting ‘families’ and to practise these

Year 1 – Writing (vocabulary, grammar and punctuation)

Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark –Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.

Genres covered in Y1: Instructional- e.g. Recipes, Instruction writing Narrative- e.g. Stories, Fairy tales Informative – e.g Fact Files, Recounts

Mathematics (Specific area of learning)	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					
	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. In Reception children are given the skills to be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding through manipulatives resources such as tens frames for organising counting. Children in Reception will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, we include a range of opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We believe it is important for children to develop a positive attitude and interest 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. We teach maths to Reception children using the White Rose Maths scheme of learning, which is followed throughout the school. We also enhance this with NRICH problem solving activities throughout the school. The expected progression in knowledge is outlined below. Together, these enable children to develop the key Maths skills shown underneath. In addition, Maths skills are developed through children's curiosities and interests, and interaction with our enabling environment, with support from adults during child initiated learning time.					
	<p style="text-align: center;"><u>INTENT</u></p> <p>Children will be able to:</p> <p><u>Number</u> Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u> 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>					
Mathematical knowledge regularly revisited Intent Vocabulary Implementation	Routines, comparing measures, verbally counting including when singing rhymes. Happen, now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs.	Count objects, actions, and sounds. Introduction of Subitising. Number names, count, without counting, how many. Model counting objects correctly and incorrectly. Count my	Subitising to 5. 2D shapes, One more and one less. Count, without counting, how many, shape, shape names, flat, sides, corners, smooth, one more, one less, adding one,	Explore the composition of numbers to 8 Subitise (intro to conceptual) Recall number bonds 0-8. Number, number names, addition, count, without	Explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds 0-10 Number, number names, count, addition, larger, smaller, odd, even,	Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10 Number, number names, count, addition, larger, smaller, odd, even,

	Using a visual timetable to explain the day, water tray exploration, balance pan exploration, singing number rhyme songs daily including props and actions – fingers.	claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with.	taking one, bigger, smaller. Dot cards to subitise with, 2d shapes in provision and around the classroom for children to find, number lines in the classroom for children to model one more and one less, starter activities to recap prior learning.	counting, how many, number bonds. Dot cards to subitise with, tens frames with numbers to 8 for children to use, exploration of each number – working systematically to find all the ways to make each number.	more, less, number bonds. Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.	more, less, number bonds. Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.
White Rose Maths	<p><u>Block 1: Match, sort and compare.</u></p> <ol style="list-style-type: none">1. Match objects2. Match pictures and objects3. Identify a set.4. Sort objects to a type5. Explore sorting techniques.6. Create sorting rules.7. Compare amounts. <p><u>Block 2: Talk about measure and pattern.</u></p> <ol style="list-style-type: none">1. Compare size.2. Compare mass.3. Compare capacity.4. Explore simple patterns.5. Copy and continue simple patterns.6. Create simple patterns. <p><u>Block 3: It's me – 1,2,3.</u></p> <ol style="list-style-type: none">1. Find 1,2 and 3.2. Subitize 1,2,3.3. Represent 1,2,34. 1 more, 1 less5. Composition of 1,2, and 3. <p><u>Block 4: Circles and triangles.</u></p> <ol style="list-style-type: none">1. Identify and name circles and triangles.2. Compare circles and triangles.3. Shapes in the environment.4. Describe position. <p><u>Block 5: 1,2,3,4,5</u></p> <ol style="list-style-type: none">1. Find 4 and 52. Subitise 4 and 5.3. Represent 4 and 5.	<p><u>Block 1: Alive in 5</u></p> <ol style="list-style-type: none">1. Introduce 0.2. Find 0 to 5.3. Subitise 0 to 5.4. Represent 0 to 5. <p><u>Block 2: Mass and Capacity.</u></p> <ol style="list-style-type: none">1. Compare mass.2. Find a balance.3. Explore capacity.4. Compare capacity. <p><u>Block 3: Growing 6,7,8</u></p> <ol style="list-style-type: none">1. Find 6,7 and 82. Represent 6,7,8.3. 1 more. <p><u>Block 4: Length, height and time.</u></p> <ol style="list-style-type: none">1. Explore length.2. Compare length.3. Explore height.4. Compare height. <p><u>Block 5: Building 9 and 10</u></p> <ol style="list-style-type: none">1. Finding 9 and 10.2. Compare numbers to 10.3. Represent 9 and 10.4. Conceptual subitising to 10. <p><u>Block 6: Exploring 3D shapes</u></p> <ol style="list-style-type: none">1. Recognise and name 3d shapes.2. Find 2D shapes within 3D shapes.3. Use 3D shapes for tasks4. 3D shapes in the environment5. Identify more complex patterns	<p><u>Block 1: To 20 and beyond.</u></p> <ol style="list-style-type: none">1. Build numbers beyond 10 (10-13)2. Continue patterns beyond 10 (10-13)3. Build numbers beyond 10 (14-20)4. Continue patterns beyond 10 (14-20). <p><u>Block 2: How many now?</u></p> <ol style="list-style-type: none">1. Add more.2. How many did I add?3. Take away.4. How many did I take away? <p><u>Block 3: Manipulate, compose and decompose.</u></p> <ol style="list-style-type: none">1. Select shapes for a purpose.2. Rotate shapes.3. Manipulate shapes.4. Explain shape arrangements. <p><u>Block 4: Sharing and grouping.</u></p> <ol style="list-style-type: none">1. Explore sharing.2. Sharing.3. Explore grouping.4. Grouping. <p><u>Block 5: Visualise, build and map.</u></p> <ol style="list-style-type: none">1. Identify units of repeating patterns2. Create own pattern rules.3. Explore own pattern rules. <p><u>Block 6: Making Connections</u></p> <ol style="list-style-type: none">1. Deepening understanding2. Patterns and relationships.			

	4. 1 more 5. 1 less 6. Composition of 4 and 5 7. Composition of 1-5 Block 6: Shapes with 4 sides 1. Identify and name shapes with 4 sides. 2. Combine shapes with 4 sides. 3. Shapes in the environment. 4. My day and night.	6. Copy and continue patterns 7. Patterns in the environment				
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Where are they going? Y1 Expectations:	Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight, time	Number Bonds: Represent and use number bonds and related subtraction facts within 20	Shape: Recognise and name common 2-D and 3-D shapes,	Positional Language: Describe position, direction and movement, including half, quarter and threequarter turns	Money: Recognise and know the value of different denominations of coins and notes	Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years

Understanding the World	<p>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</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. It is split into three areas: Past and Present, People Culture and Communities and The Natural World. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them therefore we try to arrange enrichment opportunities such as visiting parks, libraries and museums and meeting members of society such as police officers, nurses and firefighters. In addition, children listen to a broad selection of stories, non-fiction, rhymes and poems to 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. Throughout the year, the children will have opportunities to develop their understanding of the world through a range of individual, small group and whole class activities – these include through core story and carpet times, Forest School, visitors and trips and focused small group activities such as cooking. Some of these will be planned, such as focusing on the changing seasons, looking at celebrations, and our key experiences, and some will arise from children's fascinations. We also teach RE each week, following an agreed school curriculum. In addition, knowledge of the world is developed through children's curiosities and interests during child-initiated learning time, opportunities for them to interact with resources in a carefully planned environment, and interactions with adults and peers.</p>
Characteristics of effective teaching and learning	<p>The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.</p> <p>Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
	<p style="text-align: center;"><u>INTENT</u></p> <p>Children will be able to:</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • 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 settings, characters and events encountered in books read in class and storytelling.. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> • 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><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.

	<ul style="list-style-type: none"> 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. 					
UtW Key themes	Our families, Harvest, Autumn Map skills	Seasonal changes, Fireworks, Diwali, Christmas, Map skills	Travelling in space and the planets Exploring our senses, Different homes Polar regions, animals and global warming	Planet Earth Map work Countries and people Spring and seasonal change	Oceans and sea creatures Land of the dinosaurs and fossils and bones	Seasonal change – Summer Mini-beasts and bugs Flowers Animals
Knowledge and progression of skills: Past and Present						
Development of Chronology	Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.					
Intent Vocabulary Implementation	Children talk about members of their family and the relationship to them e.g. Mum, Dad. Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends. Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends.	Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Last week, yesterday, a long time ago, last year, before I was born. Discussions around past and present – events such as celebrations, remembrance day (war).	Children visually represent their own day on a simple timeline. Timeline, day, week, first, last, them, next, days of the week – names. Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.	Children talk about and understand changes in their own lifetime and what happens when they get older. Changes, baby, toddler, child, teenager, adult, elderly, ages. Learning about life cycles of animals, learning about how we grow and change as people.	Children recount an event that has happened. Event, special, what happened, then, next. Discussions around events we have had at school such as school trips, visits etc.	Children can order experiences that have happened to them and in stories they have read. First, then, next, after that, finally, story. Adults prompting children to order experiences and stories verbally or in a written method.
Development of Enquiry	Children know that you can find out information from different sources Information, books, videos, search, internet,	Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.	Children make observations or find information about different locations and places. They recognise, know, and describe features of a	Children describe images of familiar situations in the past when looking and contrast images or stories. Children are	Children talk about roles people have in society (both in the present and past). Children understand he need for these roles.	Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice

	Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.	History, past, celebrations, festivals. Adults providing opportunities to explore a range of festivals and celebrations.	studied location. Understand some changes in the natural world around them, including the seasons. Technology, search, internet, Antarctica, desert, changes, water, ice, seasons. Adults modelling using technology. Children having access to the technology to find information.	taught about growth and change. Images, pictures, past, present, same, different, grow, change. Children exploring images from the past through stories. Adults providing activities and inputs based on changing and growing. Reading stories such as 'Peepo'.	Key worker, job, help, helpful, community, police, fire service, doctor, dentist. Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.	similarities and differences independently and talk about these. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same. Children provided with images to compare with past and present. Discussions around past and present.
						Vocabulary
Chronological understanding	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Look at and organise events using basic chronology.</p> <p>To understand time goes forward and not backwards.</p> <p>To know that things lived a long time ago before people were on the planet.</p>					<p>Past, present, chronology, time, forwards, fossils, extinction, Triassic period, Jurassic period, Cretaceous period</p> <p>Metamorphosis, life cycle – change over time, egg, pupa, caterpillar, chrysalis, butterfly,</p> <p>Frog spawn, tadpole, froglet, frog</p>
<u>Range and depth of historical knowledge</u> <u>Cause and Consequence</u>	To understand that people from the past have had an effect on the present day					Seasons, Spring, Summer, days of the week. Seasons, Autumn, Winter, related weather, days of the week.
<u>Change and Continuity</u>	<p>To know about my own life-story.</p> <p>To know how I have changed.</p>					
<u>Similarities and differences</u>	<p>To look at the similarities and differences in family photos from the past and the present.</p> <p>To know about figures from the past and to look at the way they lived and begin to compare this to the present day.</p>					

	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <p>To observe the similarities and differences between homes of the past and present.</p> <p>To discuss the similarities and differences between things in the past and those alive today.</p> <p>To notice the similarities and differences between Summer holidays and activities now and in the past.</p>			
Significance	To know about figures from the past and to look at the way they lived and begin to compare this to the present day.			
<u>Interpretations of history</u>	Understand the past through settings, characters and events encountered in books read in class and storytelling. To compare and contrast characters from stories, including figures from the past			First Moon Landing, Neil Armstrong
<u>Historical Enquiry</u>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>To look at the similarities and differences in family photos from the past and the present.</p> <p>To begin to understand the past through settings, characters and events encountered in fiction and non-fiction books</p> <p>To explore photos and artefacts from the past.</p> <p>To know about people from the past drawing on experiences read about in books.</p> <p>To use images and stories from the past to explore the lives of others.</p> <p>To know that fossils are the remains of plants and animals that lived long ago.</p> <p>To know that some animals from the past are extinct and to begin to understand why.</p>			Family, mum, dad, brothers, sisters, step family, baby, toddler, child, teenager, adult, Past, present. Long ago, Jesus, celebrations
People and Communities (Kapow)	<p><u>Exploring maps</u></p> <p>Exploring maps through discussion, story-telling, games and creative activity, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Identifying land and water on a map or globe. Recognising features on maps (real or imaginary). Creating real or imaginary maps even if features are indistinguishable. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Making observations about the characteristics of places (in stories, 	<p><u>Around the world</u></p> <p>Investigating diverse global environments, children compare them to their local area by engaging with digital maps, reading books, and participating in role play, thereby deepening their understanding of geography and cultural differences.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Answering simple questions, guided by the teacher. 	<p><u>Outdoor adventures</u></p> <p>Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Beginning to use the names of the seasons in the correct context. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. 	

	<p>photographs or in the school grounds/local area).</p> <ul style="list-style-type: none"> • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Answering simple questions, guided by the teacher. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Ask questions about the world around them. • Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. • Representing some of the features they notice in their school and school grounds 	<ul style="list-style-type: none"> • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Recognising features on maps (real or imaginary). • Identifying land and water on a map or globe <p><u>How can we welcome animals on the school grounds?</u></p> <p>Discuss with the children if they think the objects are alive or non-living and why they think that. Recap that there are many types of places in the world where animals live, on land and in water. Show each animal home and ask the children which animal they think might live there. Children go on a walk around the school grounds. Compare places where fewer animals live, such as the concrete playground, to places where many animals live, such as a grassy area or woodland. Links to Sustainability</p>	<ul style="list-style-type: none"> • Answering simple questions, guided by the teacher. • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Observing weather across the seasons. • Observing and discussing the effect the changing seasons have on the world around them. • Representing some of the features they notice in their school and school grounds.
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Development of Mapping skills Intent Vocabulary Implementation	Children can draw a simple map and listen to stories with maps. Children recognise some common signs. Maps, mapping, environment, features, classroom map, local area map, signs, logos. Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.	Children use positional language. Maps, mapping, environment, bee-bot, left, right, under, beside, on top. Modelling how to use a bee-bot and positional language.	Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live. Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape. Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with. Looking at maps of the local area and maps of Antarctica.	Children can confidently programme a BeeBot. Children can talk about technology and how it can help us direct ourselves – Google Maps. Maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps. Modelling how to use a bee-bot and positional language. Children having the Bee-bot grid maps to use. Children being shown what Google maps is and its uses.	Children can draw information from a simple map and identify landmarks of our local area walk. Maps, mapping, environment, features, landmarks, local area. Children going on a walk together around the local area. To identify landmarks and create a map.	Children can create own maps using grid paper and symbols (x marks the spot treasure maps) Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure. Children using the available materials to create their own maps as modelled by the adults in school.
Development of Scientific skills and Knowledge Intent Vocabulary Implementation	Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow	Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what ‘re-cycle’ means and why we should do it. Material, wood, plastic, glass, metal, paper, recyclable,	Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them. Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen,	Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to	Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.	Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)

	Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc.	hard, soft, rough, smooth, shiny Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.	camouflaged, survival. Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in.	keep ourselves healthy. Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works.	Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.	Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats, Identifying, observing and exploring British animals – in person, through books, videos etc.
Key vocabulary	Family Mummy Daddy Brother Sister Pet Step Dad/Mum Uncle Auntie Cousin Godparents Great auntie/ uncle/ grandparents, Friends Community Past Present Future, Career Vocation Adult Baby Child Public Servants (Doctor, Nurse, Teacher, Police, Officer, Fire Fighter, Paramedic) Cleaner Vet Shop Keeper Harvest festival, different fruits and vegetables, crop, combine harvester, scarecrow Christianity Christian Church Bible, long ago Countries that celebrate, google earth, India, Diwali, Rangoli, Mendhi Senses – sight, hearing, touch, taste, smell, Seasons – Autumn, winter weather words Days of the week	Google Earth, Antarctica, Artic, David Attenborough, Senses, - touch, taste, smell, hearing, sight comparisons Materials – wood, plastic, metal, glass, natural, magnetic, strong, soft, bendy, twist, sand, paper, wool, smooth, rough, Seasons – winter – weather words First Moon landing Neil Armstrong, Tim Peake	Planet earth, environment, map, directions, human and physical features Local environment, manmade, natural, directional language Seeds, plant, roots, stem, rainwater, leaves, lifecycle Seasons – Spring, weather words Blossom, buds, trees Food, where our food comes from	Meteorite, climate change, plastic, manmade, pollution, habitats, environments Palaeontology, fossils, extinction. Triassic period, Jurassic period, Cretaceous period	Environmental changes, habitats Metamorphosis, life cycle, change over time, egg, pupa, cocoon, caterpillar, chrysalis, butterfly, frog spawn, tadpole, froglet, frog,	

Technology / computing	Technology is undertaken throughout the year					
	<p>To turn on an iPad on and use a touchscreen</p> <p>E-safety – To turn over an iPad or close a Chrome book and tell an adult if I see something that worries me</p> <p>To create digital art and use the undo function if I make a mistake</p>	<p>To take a photo on an iPad with support</p> <p>To use directional language to instruct someone through a maze (Barefoot computing – Leaf labyrinth activity)</p>	<p>To use directional language to instruct and follow instructions from others</p> <p>Barefoot computing – Space Chase activity</p> <p>To record a short video on an iPad with support.</p>	<p>To use directional language with a programmable toy</p> <p>To use a keyboard with support</p> <p>To use a touch pad to control a cursor</p>	<p>To record an audio on an iPad</p> <p>To follow instructions (an algorithm) for a simple set of movements (using picture cards)</p>	
Vocabulary	<p>Touchscreen</p> <p>e-safety / online safety</p> <p>undo</p>	<p>iPad, photo</p> <p>Forwards, backwards, turn left, turn right, start, stop</p>	<p>Forwards, backwards, turn left, turn right, start, stop</p> <p>video</p>	<p>Keyboard</p> <p>Mouse, touchpad, cursor</p>	<p>Audio</p> <p>Forwards, backwards, turn left, turn right, start, stop</p>	
Knowledge and skills progression	<p>To use technology safely and responsibly.</p> <p>To recognise acceptable and unacceptable behaviour.</p> <p>To identify where to go for help and support when they have concerns.</p> <p>To know that you can take simple photographs with a camera or iPad.</p> <p>To know that you must hold the camera</p>	<p>To know that different types of technology can be found at home and in school.</p> <p>To be able to understand what a computer keyboard is and recognising some letters and numbers.</p> <p>To know that a mouse can be used to click, drag and create simple drawings.</p> <p>To know that to use a computer you need to log in to it and then log out at the end of your session</p>	<p>To begin to know that being able to follow and give simple instructions is important in computing.</p> <p>To begin to understand that it is important for instructions to be in the right order.</p> <p>To begin to understand why a set of instructions may have gone wrong.</p>	<p>To use the QR code to login.</p> <p>To type their name</p> <p>To use the keyboard to write simple sentence</p>	<p>To know that being able to follow and give simple instructions is important in computing.</p> <p>To understand that it is important for instructions to be in the right order.</p> <p>To understand why a set of instructions may have gone wrong</p>	<p>To know that sorting objects into various categories can help you locate information.</p> <p>To know that using yes/no questions to find an answer is a branching database.</p>

	still and ensure the subject is in the shot to take a photo					
RE	<p>In addition to the curriculum for people place and communities, the children in Reception are also taught adult directed RE lessons. The lessons and activities in this programme cover several areas of the curriculum including Communication and Language, PSED and Understanding of the World. These have been added to the specific area of learning rather than duplicating here.</p> <p>Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Through the questions below the children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will begin to know about their own cultures and beliefs and those of other people. They explore, observe and find out about places and objects that matter in different cultures and beliefs.</p>					
R.E – Religious Education <i>*To be developed through the agreed school R.E Syllabus* (see below)</i> Intent Vocabulary Implementation	<p>Throughout the year the children will work through the agreed school syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.</p>					
	<u>Understanding Christianity</u> <u>Autumn 1</u> <u>GOD/CREATION</u> Festivals, people and communities <i>Who is God? God as creator.</i> <i>Harvest festival and saying thank you to God.</i> <i>God's name is special.</i> Exploring places, dress, food and music <i>Harvest festival, visiting church, nativity & Christmas celebrations</i> <u>Autumn 2</u> <u>INCARNATION</u> Jesus' birth story Nativity	<u>Understanding Christianity</u> <u>Spring 1</u> <u>EXPLORING RITES OF PASSAGE</u> Exploring wedding ceremonies Exploring christenings - belonging Creation, awe and wonder of the natural world <u>Spring 2</u> <u>SALVATION</u> Remembering Jesus at Easter UC link F.3 Why do Christians put a cross in an Easter garden? (Digging Deeper)	<u>Summer 1</u> Responsibility <i>Prayer, worship and reflection</i> Treating the world fairly – taking responsibility <i>Justice and fairness</i> <i>Human responsibility and values</i> <u>Summer 2</u> God and other big questions Ultimate questions UC link F.1 Why is the word 'God' so important to Christians? (Digging Deeper)			

	UC link F.2 Why do Christians perform nativity plays at Christmas? (Digging Deeper) Consider your cohort – what other faiths and world view are represented in your class that can be discussed.		Consider your cohort – what other faiths and world view are represented in your class that can be discussed.		Consider your cohort – what other faiths and world view are represented in your class that can be discussed.	
PSHE links	feelings & belonging, friendship		feelings & belonging, expressing our needs/wants, taking risks in Forest School		Feelings, fair & unfair, how I have grown	
Values	CW Values – autumn 1 Year A – koinonia/community Year B – creation & stewardship	CW Values – autumn 2 Year A – friendship/self-sacrifice Year B – peace & justice	CW Values- spring 1 Year A – courage, endurance, resilience Year B - wisdom	CW Values – spring 2 Year A - thankfulness Year B - reverence	CW Values – summer 1 Year A – agape/love Year B – compassion & forgiveness	CW Values – summer 2 Year A - trust Year B - hope
Development of the understanding of ‘Respect’ Intent Vocabulary Implementation	Children respect special things in their own lives. <i>Special, teddy, photo, people, toy.</i> <i>Children taught about respect, children taught about respecting special things and what this might mean to different people.</i>	Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live. <i>Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary.</i> <i>Children taught about respect, children taught about different beliefs and special times for different people.</i>	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. <i>Questions, why, country, community, where I live, story, visitor, celebrations.</i> <i>Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</i>	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter. <i>Questions, why, country, community, where I live, story, visitor, celebrations.</i> <i>Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</i>	Children know that different places are special to different people. <i>Special, places of worship, churches, map, park, shops etc.</i> <i>Children taught about respect and how we can respect special places.</i>	Children can compare and contrast different places. Children show respect to one another and to animals. <i>Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water.</i> <i>Children taught about respect and caring for animals and pets.</i>
The Reception Year provides the foundation skills that children will build upon in Year one.	<u>The Science National Curriculum (2014) ...</u> <u>Working Scientifically:</u> Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and		<u>The Geography National Curriculum (2014) states that...</u> <u>Location Knowledge:</u> name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. <u>Place</u>		<u>The History National Curriculum (2014) states that...</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally	

	<p>ideas to suggest answers to questions, gathering and recording data to help in answering questions. <u>Plants</u>: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Animals including humans</u>: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Everyday materials</u>: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Seasonal Changes</u>: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Knowledge</u>: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. <u>Geographical Skills and Fieldwork</u>: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and <u>locational and directional language</u> to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell</i> . Significant historical events, people and places in their own locality.</p>
	<p align="center">EYFS YR RE CURRICULUM MAP – Understanding the World</p> <p>ELG: 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; ELG: 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. <i>In EYFS children: Learn about and celebrate a range of festivals and celebrations from around the world, for example Christmas, Easter, Chinese New Year, Eid, Diwali – these may change or be added to depending on the children in FS, as we try to celebrate the festivals that the children in the class will celebrate at home; Look at what makes us the same and different to others; Learn about different feelings and talk about how they are feeling how others are feeling and what we can do to make others feel good; Develop compassion for others through a caring and supportive environment.</i></p> <p>Understanding Text: Theology – God - Beliefs & Practices, Sources of Wisdom, Symbols & Actions, Prayer, Worship & Reflection, Identity & Belonging Connection: Philosophy – Identity - Sources of Wisdom, Human Responsibility & Values, Justice & Fairness, Ultimate Questions Impact: Sociology – Community - Beliefs & Practices, Symbols & Actions, Prayer, Worship & Reflection, Identity & Belonging, Human Responsibility & Values</p>		

Knowledge and skills	<p><u>Understanding the world</u></p> <p>To talk about members of their immediate family and community.</p> <p>To name and describe people who are familiar to them</p> <p>To comment on images of familiar situations in the past.</p> <p>To compare and contrast characters from stories, including figures from the past.</p> <p>To understand that some places are special to members of their community.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To understand the effect of changing seasons on the natural world around them.</p> <p><u>Communication and Language</u></p> <p>To understand how to listen carefully and why listening is important.</p> <p>To learn new vocabulary</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p> <p>To describe events in some detail.</p> <p>To use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>To engage in story times.</p> <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><u>Personal, Social and Emotional Development</u></p> <p>To build constructive and respectful relationships.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To identify and moderate their own feelings socially and emotionally</p> <p>To think about the perspectives of others.</p>
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Expressive Art & Design	<p>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</p> <p>This area is further split into two further areas: being imaginative and expressive and creating with materials. As well as providing opportunities for expressive arts and design through our environment we also teach music and art separately during adult directed lessons. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children in reception 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.</p> <p>Throughout the year, the children will have opportunities to develop their EAD skills through a range of individual, small group and whole class activities – these include Music sessions, guided role play based on core texts, core songs and rhyme times, and opportunities to look at specific artists and their styles, as well as explore specific techniques. Below are key experiences and knowledge children will gain through adult-led activities.</p> <p>In addition, EAD skills are developed through children's curiosities and interests during child- initiated learning time and interactions with a well-resourced environment, adults and peers.</p>					
	<p style="text-align: center;"><u>INTENT</u></p> <p>Children will be able to:</p> <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • 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><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • 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 					
Music	Marvellous Me Body percussion Harvest	Celebrations The first Christmas Exploring pitch and singing	Stories Three Bears Chinese new year Selecting musical instruments	Animals and Pets Exploring graphic notation and symbols Easter	Growth – lifecycles and change Exploring rhythm and pulse	Our environment Descriptive sounds
Development of Music Intent Vocabulary Implementation	Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear.	Nativity Performance – joining in with the words to sings and using actions. Listening to music.	Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition.	Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds.	Singing a range of familiar nursery rhymes and songs – singing sometimes in tune.	Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own

	Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.	Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.	Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells. Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.	Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary.	Talk about how music makes me feel. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary, Rimsky Korsakov, Flight of the Bumblebee Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.	music using my voice and with instruments. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch. Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make their own music (including singing).
Key Vocabulary	Retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo, Rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, instrument, sound,					
Art and Design	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them					
	Autumn Term Self-portraits Firework pictures Printing & rolling Painting in style of <i>Van Gogh - Sunflowers</i> Christmas cards <i>Provision:</i> -Have daily access to a range of media and materials e.g. different types of paper, varying	Spring Term Shapes & painting in style of <i>Kandinsky</i> Chinese decorations Adding black & white – Observational - winter scenes/spider webs Mother's Day/Easter cards <i>Provision:</i> -Have daily access to a range of media and materials e.g. different types of paper, varying	Summer Term <i>Aboriginal art work – finger painting patterns – link to Forest School</i> Camouflage Combining materials – wood work Painting in style of <i>Jackson Pollock</i> Father's Day cards <i>Provision:</i>			

	<p>thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.</p> <p>-Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.</p> <p>-Explore colour mixing through our 'self-service' paint stations.</p> <p>Skills:</p> <p>-Make marks with various resources – pens, crayons, paint, chalk, pencils</p> <p>-Handle malleable materials, puzzles, construction materials with safety and increasing control</p> <p>-Show a preference for a dominant hand</p> <p>-Mark make and follow patterns – pencil control</p> <p>-Explore colour & texture</p> <p>-Explore shape of facial features</p> <p>-Make paint from mud, clay, chalk, berries (Forest School)</p>		<p>thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.</p> <p>-Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.</p> <p>-Explore colour mixing through our 'self-service' paint stations.</p> <p>Skills:</p> <p>-Use simple tools to effect change – scissors, cutters, rollers etc.</p> <p>-Develop anticlockwise movements</p> <p>-Begin to form recognisable letters using RWI patters</p> <p>-Increase the range of tools used safely and with control – for woodwork and gardening</p> <p>-Practice letter formation using a pencil with increased control</p> <p>-Explore colour & texture</p> <p>-Explore light – sparkles on snow, frost, ice</p> <p>-Explore using household or found objects to create art (sponges, pine cones, toothbrushes...)</p>		<p>-Have daily access to a range of media and materials e.g. different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.</p> <p>-Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.</p> <p>-Explore colour mixing through our 'self-service' paint stations.</p> <p>Skills:</p> <p>- Select resources and tools and use purposefully before returning them safely</p> <p>-Write many letters using correct letter formation</p> <p>-Explore colour & texture</p> <p>-Make paint from mud, clay, chalk, berries (Forest School)</p>	
Focus Artists	Van Gogh	Jackson Pollack	Kandinsky			Matisse
	<p>To learn how to use the creative workshop area effectively, including using appropriate tools and equipment.</p> <p>To learn about primary and secondary colours and how to mix effectively.</p> <p>To make shades and tints</p> <p>To print simple shapes with adult prompting for instructions.</p>		<p>To explore different ways to use paint and a range of media according to their interests and ideas.</p> <p>To create cool and warm pictures using tints and shades.</p> <p>To explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p>		<p>To explore paint including different application methods - pointillism.</p> <p>Draws with detail including finer details such as fingers, ears, hair styles or items onto features.</p> <p>To print very careful representations to create full pictures, without any support and add fine details. To think about the full composition of the picture and use the space.</p>	

	<p>To push, pull and twist a range of modelling materials to affect the shape.</p> <p>To begin to talk about their ideas and explore different ways to record them.</p> <p>To experiment with mark making in an exploratory way.</p> <p>To use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Draws potato people with no body or missing arms/legs.</p> <p>Draws bodies and shapes for objects that are an appropriate size and have some features</p> <p>Draws simple shapes for other objects.</p>	<p>To use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>To use mixed-media scraps to create child-led artwork with no specific outcome.</p> <p>To enjoy looking at and talking about art. Draws bodies and shapes for objects that are an appropriate size and have some features.</p> <p>Draws with detail including finer details such as fingers, ears, hair styles or items onto features.</p> <p>To talk about their artwork, stating what they feel they did well.</p>	<p>Draws from observation by making a careful study and then includes features</p> <p>To print clear representations to create full pictures, without any support and add details</p> <p>To enjoy looking at and talking about art</p> <p>To talk more confidently about their artwork, stating what they feel they did well.</p>	
Key vocabulary	Colour mixing, observation, pencil grip, shapes, features of face, colour and texture, mould, pinch, cut, snip, tear			
Design Technology Key Skills	<p>To learn to use the creative workshop area.</p> <p>To use glue sticks carefully</p> <p>To use PVA glue and spreaders carefully.</p> <p>To learn to use the tape dispenser</p> <p>To begin to make verbal plans and materials for their junk models.</p>	<p>Junk Modelling</p> <p>To make verbal plans and material choices to developing a junk model.</p> <p>To improve fine motor/scissor skills with a variety of materials.</p> <p>To join materials in a variety of ways (temporary and permanent).</p> <p>To join different materials together.</p> <p>To describing their junk model, and how they intend to put it together.</p> <p>To give a verbal evaluation of their own and others' junk models with adult support.</p> <p>To check to see if their model matches their plan. To consider what they would do differently if they were to do it again.</p> <p>To describe their favourite and least favourite part of their model.</p>	<p>Fruit Salad</p> <p>To explore fruits and vegetables and the differences between them.</p> <p>To use adjectives to describe how fruits and vegetables look, feel, smell and taste.</p> <p>To design a rainbow salad recipe.</p> <p>To create a rainbow salad and talk about the importance of healthy eating.</p> <p>To label their design</p> <p>To talk about the importance of a healthy lifestyle.</p>	<p>Textiles</p> <p>To discuss what a good design needs.</p> <p>To design a simple pattern with paper.</p> <p>To design a bookmark.</p> <p>To choose from available materials.</p> <p>To develop fine motor/cutting skills with scissors.</p> <p>To explore fine motor/threading and weaving (under, over technique) with a variety of materials.</p>

			To know there are a range to different materials that can be used to make a model and that they are all slightly different. To make simple suggestions to fix their junk model.		To reflect on their design making simple suggestions for improvement.	To use a prepared needle and wool to practise threading. To reflect on a finished product and comparing to their design. To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object.
Key vocabulary	Join, glue, flange, slot, L-brace, tabs, fold, tie, Slide, make, fix, cut, push, pull, wheels, turn, hinge		Build, construct, join, cut, bridge, balance, strong, stronger, strongest, Comparative size language, prepositional language		Healthy, wash, clean, hygiene, fruit names, snack, stir, spread, shape, spoon, cups, knife, bowl, knead, fabric, join, thread, needle	
Development of Children’s Mark Making and Drawing Intent Vocabulary Implementation	Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made. Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain Mark making area, Workshop and creative areas, modelling how to use equipment safely.	(Skill) Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. Observe, copy, look, notice, shape, colour, lines, represent. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Pumpkins, leaves on Creative table, modelling observational skills.	(Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Emotion, feeling, detail, features, circles, shapes, lines, colour Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.	(Skill) Continue with the development with observational drawing e.g. linked to Spring. Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.	(Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gogh. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.	(Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these. Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.
Development of use of Colour	(Knowledge) Know the names of many colours	(Skill) Explore a range of colours	(Skill) Explore the colour work of the	(Skill) Exploring the colour work of Andy	(Skill) Exploring how to change colours	(Skill) Planning ahead on which colours they

<p>Intent Vocabulary Implementation</p>	<p>and uses these in their work. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark. Discussing colour names during play and discussions.</p>	<p>and how colours can be changed e.g. colour mixing. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark. Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions.</p>	<p>artists studied this term. Purposely choosing a colour when creating. Wash background, water colour, water, paint, light, dark, bold, faint, Joan Miro, combine, mix. Modelling making a wash background, discussing use of colour and shape and light and dark colours.</p>	<p>Goldsworthy – Nature. Colours, colour names, nature, outside, style, similar, Any Goldsworthy, leaves, grass, soil, mud. Using a colour chart and paint chart outside to identify colours.</p>	<p>through colour mixing and how white and black can change a colour. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.</p>	<p>will use and giving a purpose and reason for the colours they've used. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose. Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples.</p>
<p>Development of the use of Paint Intent Vocabulary Implementation</p>	<p>(Skill/Knowledge) Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term. Paint, painting, colour, choice, splatter, flick, Jackson Pollock. Creative area, workshop area, toothbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.</p>	<p>(Knowledge) Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating. Paint, painting, colour, choice, Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Yves Klein's work, teacher modelling of work.</p>	<p>(Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand. Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.</p>	<p>(Skill) Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists. Paint, painting, colour, choice, mix, new, primary and secondary Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours</p>	<p>(Experience) Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this. Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.</p>	<p>(Skill) Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time. Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.</p>

Development of Printing Intent Vocabulary Implementation	(Experience/Skill) Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this. Print, paint, choice, hands, feet, fingers, smudge, clear print. Printing materials explored together as a class and on offer in provision.	(Skill) Children being introduced to larger printing tools to be used indoors and outdoors. Print, paint, choice, smudge, clear print, sponge, rollers, shapes, Mondrian, primary colours, Kandinsky. Printing materials explored together as a class and on offer in provision. Mondrian's work explored together as a class.	(Skill) Children exploring printing tools – both natural and man made e.g. leaves and ear buds. Print, paint, choice, smudge, clear print, objects, leaves, pine cones, flowers. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print.	(Skill) Children exploring how patterns can be printed. Print, paint, choice, smudge, clear print, objects, patterns, environment, world, nature. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print. Teaching of repeating patterns.	(Skill) Children printing using a range of media, independently printing patterns including symmetrical patterns. Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour. Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing explored and then left in provision.	(Skill) Children printing pictures using the skills and knowledge learnt throughout the year. Print, paint, choice, smudge, clear print, ideas, explain, reason, why. Printing materials in provision for children to use independently.
Development of the use of Textiles and Materials Intent Vocabulary Implementation	(Understanding) Children exploring the available materials within their new setting. Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth. Exploration of a range of materials and their functions, creative areas.	(Skill) Children being shown how to use junk modelling materials to build and construct models. Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, sellotape. Junk modelling materials available in class, different functions of glue explored with class.	(Knowledge) Exploring different types of materials and what their properties and uses are. Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton. Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.	(Skill) Learning what a collage is and how we can collage using different materials and which ones work best and look most effective. Materials, textures, collage, Eric Carle, play dough, flour, Collage exploration, collage materials available to class.	(Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions. Materials, textures, weaving, instructions, in and out, natural, manmade, pattern. Weaving demonstrated to the class, weaving materials available in provision,	(Skill) Children continuing to learn to weave and exploring weaving. Materials, textures, natural, leaves, thread, , weaving, in and out. Modelling and instructions on how to weave with links to how to sew.
Development of modelling and 3D work	(Understanding) Children being shown the loose parts in the	(Skill) Children being shown how to use simple joins when using	(Skill) Children making models and creations for their own pleasure	(Skill/Knowledge) Children exploring how natural resources can be	(Skill) Children specifically using certain materials for their own ideas.	(Skill) Children having the skills and understanding to use a range of tools and

Intent Vocabulary Implementation	class and being shown how they can be used. Transient art, loose parts, moveable, creation, colour, shape, patterns. Exploration of loose parts, modelling of how they can be used, images of ideas.	different materials to create Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold. Exploration with the class of different ways to join materials and which is the best method for which material.	and for events and celebrations. Celebrate, bunting, paper chains, joins, glue, paper, card. Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.	manipulated to make 3d sculptures. Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar. Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.	Props, puppets, folding, technique, fan, book, material, feather headdress. Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of materials to access from.	materials to join, assemble and build models and 3D work. Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain. A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year.
Development of Imagination and Roleplay Intent Vocabulary Implementation	Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting. Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.	Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves. Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.	Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination. Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class.			
Design and Technology				Junk modelling	Fruit salad	Textiles
Key knowledge and skills	To learn to use the creative workshop area. To use glue sticks carefully To use PVA glue and spreaders carefully.		To make verbal plans and material choices to developing a junk model. To improve fine motor/scissor skills with a variety of materials.		To explore fruits and vegetables and the differences between them.	To discuss what a good design needs. To design a simple pattern with paper.

	<p>To learn to use the tape dispenser</p> <p>To begin to make verbal plans and materials for their junk models.</p>	<p>To join materials in a variety of ways (temporary and permanent).</p> <p>To join different materials together.</p> <p>To describing their junk model, and how they intend to put it together.</p> <p>To give a verbal evaluation of their own and others' junk models with adult support.</p> <p>To check to see if their model matches their plan. To consider what they would do differently if they were to do it again.</p> <p>To describe their favourite and least favourite part of their model.</p> <p>To know there are a range to different materials that can be used to make a model and that they are all slightly different.</p> <p>To make simple suggestions to fix their junk model.</p>	<p>To use adjectives to describe how fruits and vegetables look, feel, smell and taste.</p> <p>To design a rainbow salad recipe.</p> <p>To create a rainbow salad and talk about the importance of healthy eating.</p> <p>To label their design</p> <p>To talk about the importance of a healthy lifestyle.</p> <p>To reflect on their design making simple suggestions for improvement.</p>	<p>To design a bookmark.</p> <p>To choose from available materials.</p> <p>To develop fine motor/cutting skills with scissors.</p> <p>To explore fine motor/threading and weaving (under, over technique) with a variety of materials.</p> <p>To use a prepared needle and wool to practise threading.</p> <p>To reflect on a finished product and comparing to their design.</p> <p>To know that a design is a way of planning our idea before we start.</p> <p>To know that threading is putting one material through an object.</p>
Key vocabulary	Join, glue, flange, slot, L-brace, tabs, fold, tie, Slide, make, fix, cut, push, pull, wheels, turn, hinge			
		Build, construct, join, cut, bridge, balance, strong, stronger, strongest, Comparative size language, prepositional language	Healthy, wash, clean, hygiene, fruit names, snack, stir, spread, shape, spoon, cups, knife, bowl, knead, fabric, join, thread, needle	
The Year 1 expectations in	<u>Art and Design – Year 1 National Curriculum</u>	<u>Design and Technology – KS1 National Curriculum</u>	<u>Music – KS1 National Curriculum</u> Pupils should be taught to: -Use their voices expressively and creatively by singing songs	

<p>Literacy/English from the National Curriculum.</p> <p>Where are children going?</p>	<p>Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Design- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p>and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
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