

# St Stephen's R C Primary Reception Curriculum



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

**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Marvellous Me & Autumn	Magic! / Celebrations	Journeys	Growing	Minibeasts and Life Cycles	Under the Sea
<b>Planning around a quality text:</b>  <i>To be chosen following children's interests</i>	 	 	 	 	 	 
<b>Linked texts</b>	So Much  Brown bear, Brown bear  Owl babies  Starting School  Fletcher and the falling leaves  Hello Autumn  The Very Last Leaf  Pumpkin Soup  Leaf Man  Stick man	The Princess and the Wizard  The Hairy Toe  Do not open this book  Whats in the witches kitchen  Winnie the Witch  Nativity play – It's a Baby  The Night Before Christmas	Goldilocks and the three bears  The Three Little pigs  Little Red Riding Hood  The Elves and the Shoe maker  The Magic Porridge Pot  Duck in a truck  Rosie's Walk  Handa's Surprise  The Shopping Basket  Lost and Found  The Naughty Bus  We're Going on a Bear Hunt  What the Ladybird heard	How do flowers grow?  Eddies Garden  Sunflower House  Camille and the Sunflowers.  The Bog Baby  Tadpoles Promise  Jasper's beanstalk  Titch!  The seed  Seeds get around – non fiction	Busy Buzzy Bee  The Very Busy Spider.  The Very Hungry Caterpillar.  Mad about minibeasts  The bad tempered ladybird  The crunching munching caterpillar  Inch by Inch  Tadpoles Promise	The fish who could wish  The Snail and the Whale  Hermit Crab  Mr Seahorse  The Singing Mermaid  What the Ladybird saw at the Seaside

Trips/Visitors Enrichments	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Grandparent</li> <li>School pets – Ducks / Tortoise</li> </ul> <b>Trip:</b> <ul style="list-style-type: none"> <li>The Woods</li> <li>The Allotments</li> </ul>	Bonfire Night Christmas Church	-Reddish Vale Farm	Visit to the pond.	Looking after caterpillars and waiting for them to turn into butterflies.  Visit for the Creepy Crawley Show.	
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Rosh Hashanah</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Harvest Festival</li> <li>Bonfire Night</li> <li>Diwali / Hannukah</li> <li>Christmas</li> <li>Halloween</li> </ul>	Chinese New Year Fairy Tale Day	St Davids Day Pancake Day World Book Day St Patricks Day Mothers Day Easter		

**COMMUNICATION & LANGUAGE:** ☐ Listening, Attention & Understanding ☐ Speaking

**Educational Programme:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
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Learning Priorities: [Linked to Development Matters 2020](#)

\* See EY2P Communication & Language Booklet

## Listening, Attention and Understanding

- *Understand a question or instruction that has two parts*
  - ⇒ Daily routines e.g. tidy up time, challenges... *instruction*
- *Respond to who, what and where questions to then be able to understand 'why' questions (listen and respond)*
  - ⇒ Why do you think he/she feels...?
  - ⇒ Why do you think we need to tidy up?
- Understand how to listen carefully and why listening is important
- Learn new vocabulary linked to daily routine / theme
- Learn how to hold a conversation when engaged in back and forth exchanges with adults and peers.
- Group Time Hand washing line up lunch time
  - ⇒ See UW: □ Me and My Family □ Autumn □ Celebrations
- **Begin to** engage in story time
  - ⇒ Join in with repeated refrains / fill in rhyming words
- Listen to and **begin to** talk about stories to build familiarity and understanding
  - ⇒ Discuss characters, events, setting
  - ⇒ In response to story talk about characters
  - ⇒ In response to story talk about settings.
  - ⇒ Begin to predict what might happen next.
  - ⇒ Begin to respond to comments from others.
  - ⇒ Ask questions about the stories listened to.
- Listen carefully to rhymes and songs and **begin to** pay attention to how they sound
  - ⇒ Learn rhymes, songs & poems *Poetry Basket Rhymes*.
  - ⇒ Anticipate words, begin to adapt phrases (*with support*)
  - ⇒ Begin to anticipate rhyming words.
- Learn to initiate and maintain a conversation.

## Speaking

- Use new vocabulary throughout the day
- **Begin to** ask questions to find out more and to check they understand what has been said to them
  - ⇒ Model & encourage questions after instructions What will happen if? I need
- **Begin to** articulate their ideas and thoughts in well-formed sentence
  - ⇒ Express □ Ideas to friends □ Book talk express likes and dislikes.
  - ⇒ In response to stories, poems and rhymes, begin to talk about favourites and be able to articulate why this is so.
- **Begin to** connect one idea or action to another using a range of connectives... *because, although, but and*.
- **Developing fluency and becoming more coherent when talking to others.**
- **Daily opportunities to share thoughts and ideas, talk about their work such as models, drawings, paintings and writing.**
- **Begin to** describe events in some detail. Home School books to support confidence in speaking to a group.

## Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Through small group work with peers and an adult. Through childrens independent learning. Conversation tracker to ensure that all children have quality interactions with adults through the course of a day.
- Listen carefully to and learn rhymes, poems and songs. Charanga and Singing Sherlock. Poems by Michael Rosen. To be able to recite new songs and poems confidently.
- Listen to and talk about stories to build familiarity and understanding.
- **Begin to** listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary. Linked to topic/theme. Information gathering and acquiring new vocabulary related to castles, healthy eating and growing.
- **Begin to** understand humour e.g. *nonsense rhymes / jokes*

## Speaking

- Use new vocabulary in different contexts.
- Vocabulary development through new learning, topics/themes story and across all areas of learning.
- Opportunities to use new vocabulary in a range of contexts.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas & thoughts in well-formed sentence. Opportunities for children to share news and Home/School books. When responding to a story and when sharing their own interests.
- Sharing news about home and family with peers.
- Rich continuous provision to promote back and forth conversations with adults and peers.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen. Through continuous provision and activities. Opportunities to investigate and explore in small groups.
- Develop and use social phrases with confidence.
- Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Opportunities for small world play and resources that allow children to retell familiar stories.

## Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding. This can be linked to topic/themes Understanding the world. Information about sea life and creatures.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Understand humour more readily e.g. *nonsense rhymes/jokes*

## Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; linked to life under the sea. Facts and information about sea creatures.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

<ul style="list-style-type: none"> <li>▪ Telling the class about the adventures of the everywhere bear.</li> <li>▪ Develop social phrases <ul style="list-style-type: none"> <li>⇒ Routines of the day ... <i>greetings, How are you?</i></li> <li>⇒ Friendship ... <i>Would you like to Join in Come and play.</i></li> </ul> </li> <li>▪ Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>▪ Use resources indoor and outdoor to consolidate their learning and to practice new vocabulary. <ul style="list-style-type: none"> <li>⇒ Focused &amp; linked texts – within small world / role play</li> <li>⇒ Learning how to talk about feelings through work based around Jigsaw and quality texts such as The colour Monster and other stories that name and illustrate a range of feelings and emotions.</li> </ul> </li> </ul>		
<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT:</b> □ Self-Regulation □ Managing Self □ Building Relationships		
<b>Educational Programme:</b> Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Learning Priorities:</b> <a href="#">Linked to Development Matters 2020</a>		



<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... <i>fair, agree, turns, together, share</i> <ul style="list-style-type: none"> <li>⇒ How to compromise and negotiate to solve problems</li> <li>⇒ Use □ book talk □ puppets □ real life experiences</li> </ul> </li> <li><b>Begin to</b> express feelings and consider the feelings of others           <ul style="list-style-type: none"> <li>⇒ Identify and name emotions ... <i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i></li> <li>⇒ Link book character's emotion to own experiences ... <i>expression, mood, feeling/emotion The Colour Monster</i></li> </ul> </li> <li><b>Begin to</b> set own goals and show resilience and perseverance in the face of challenge           <ul style="list-style-type: none"> <li>⇒ Set a shared goal with a friend</li> </ul> </li> <li><b>Begin to</b> identify and moderate own feelings socially and emotionally           <ul style="list-style-type: none"> <li>⇒ Focus on □ keeping <i>calm</i> □ being <i>patient</i> □ waiting for a <i>turn</i> □ <i>sharing</i> □ tidying up after themselves. Be Safe Be Respectful Be Ready.</li> </ul> </li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage own self-care needs ... <i>fasten</i> <ul style="list-style-type: none"> <li>⇒ Independent use of □ zips □ buttons □ coats □ shoes</li> </ul> </li> <li><b>Develop confidence</b> to try new activities and show independence           <ul style="list-style-type: none"> <li>⇒ Access all types of enhancements (indoors &amp; outdoors)</li> </ul> </li> <li>Know and <b>begin to</b> talk about the different factors that support their overall health and wellbeing:           <ul style="list-style-type: none"> <li>⇒ Toothbrushing – importance and how ... <i>clean, decay</i></li> <li>⇒ Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i></li> </ul> </li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li><b>Begin to</b> see self as a valuable individual           <ul style="list-style-type: none"> <li>⇒ Describe self, positively ... <i>proud, special, love</i> (use books: 'Happy in Our Skin' &amp; 'My Hair')</li> </ul> </li> <li><b>Begin to</b> build constructive and respectful relationships           <ul style="list-style-type: none"> <li>⇒ Use social language to develop friendships see CL</li> </ul> </li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Express feelings and consider the feelings of others</li> <li>Set own goals and show resilience and perseverance in the face of challenge</li> <li>Identify and moderate own feelings socially and emotionally.</li> <li>To learn how to name feelings and to recognise their own mood or feelings regularly.</li> <li>Developing the patience to wait. Turn taking and playing games and when waiting to use a resources or apparatus. When waiting for adults attention.</li> <li>Think about the perspectives of others.</li> <li>Develop a greater understanding of the class and school rules and why we have them.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage own self-care needs</li> <li>Develop greater independence in accessing provision and resources.</li> <li>Understand how to take measured risks and keep themselves safe. Using the Adventure Playground and different tools and resources.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian. Washing hands before lunch.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>See self as a valuable individual</li> <li>Build constructive and respectful relationships</li> <li>Understanding their place in the school community.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs.</li> <li><b>Continue to</b> see self as a valuable individual</li> </ul>
<p><b>PHYSICAL DEVELOPMENT:</b> □ Gross Motor Skills □ Fine Motor Skills</p>		
<p><b>Educational Programme:</b> Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		
<p><b>Autumn</b></p>	<p><b>Spring</b></p>	<p><b>Summer</b></p>
<p><b>Learning Priorities:</b> <b>Linked to Development Matters 2020</b></p>		

<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i> <ul style="list-style-type: none"> <li>⇒ Engage in and develop confidence in actions</li> </ul> </li> <li><b>Begin to</b> develop overall body-strength, balance, co-ordination and agility.</li> <li><b>Opportunities to develop spatial awareness, learning how to avoid obstacles.</b> <ul style="list-style-type: none"> <li>⇒ Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prepositions</i></li> <li>⇒ Set own physical challenge ... <i>challenge, goal</i></li> </ul> </li> <li><b>Begin to</b> use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i></li> <li><b>Begin to</b> combine different movements with ease and fluency <ul style="list-style-type: none"> <li>⇒ See above obstacle course</li> <li>⇒ Change movements / directions quickly</li> </ul> </li> <li><b>Begin to</b> confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group PE with coach Mr Grantham. Large and small scale apparatus. <ul style="list-style-type: none"> <li>⇒ Understand rules and reasons</li> </ul> </li> <li>Further develop and refine a range of ball skills including: <i>throwing, catching, kicking</i> <ul style="list-style-type: none"> <li>⇒ Use different sizes / types of balls – in pairs</li> </ul> </li> <li>Further develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils <ul style="list-style-type: none"> <li>⇒ Consolidate tripod grip</li> </ul> </li> <li><b>Continue to</b> develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li><b>Small lego threading beads. Malleable materials.</b> <ul style="list-style-type: none"> <li>⇒ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i></li> </ul> </li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li><b>Continue to</b> refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></li> <li><b>Begin to</b> progress towards a more fluent style of moving, with developing control and grace</li> <li>Develop overall body-strength, balance, co-ordination and agility. PE Large outdoor apparatus.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Combine different movements with ease and fluency.</li> <li>Opportunities to follow a dance sequence.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i></li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li><b>Begin to</b> develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: <ul style="list-style-type: none"> <li><b>Consistently using anti clockwise movements.</b> <ul style="list-style-type: none"> <li>- Effective pencil grip</li> <li>- Correct letter formation (see Writing)</li> <li>- Daily focus in phonics and opportunities to practice indoors and outdoors.</li> <li>- Further develop hand eye coordination.</li> <li>- Further develop spatial awareness.</li> <li>- Learning to form recognisable letters</li> </ul> </li> </ul> </li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others. In PE and when using large outdoor apparatus outdoors.</li> <li>Safety and spacial awareness when using the balance bikes on the bike track.</li> <li>Demonstrate strength, balance and coordination when playing. Using apparatus and playing games.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Engaging in team games.</li> <li>Encourage children to make up their own games.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Writing daily in phonics. Guided writing and independent child initiated learning.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> <li><b>Begin to</b> show accuracy and care when drawing.</li> <li>Forming all letters correctly.</li> <li>To become increasingly skilled at regulating the size of writing and ability to sit it on a line.</li> </ul>
<p><b>LITERACY:</b> <input type="checkbox"/> Reading - Comprehension <input type="checkbox"/> Reading - Word Reading <input type="checkbox"/> Writing</p>		
<p><b>Educational Programme:</b> 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>		
<p><b>Autumn</b></p>	<p><b>Spring</b></p>	<p><b>Summer</b></p>





## Reading: Comprehension / Word Reading

- **Begin to** retell simple stories and narratives using their own words and **some** recently introduced vocabulary.
  - ⇒ Recall key events ... *event*
  - ⇒ Talk about main characters... *character, beginning, middle, end*
- **Begin to** re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Understand the five key concepts about print, with a focus on
  - ⇒ *Left to right Modelled during shared reading. Big book and pointer in provision for children to use.*
  - ⇒ *1-1 correspondence ... word, letter, first / last*
- Continue to develop P1 phonological awareness, *focusing on*
  - ⇒ Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... *blending, segmenting*
- Read individual letters by saying the sounds for them
  - ⇒ Secure Set 1 sounds ... *phoneme, grapheme, alphabet*
- Blend sounds into words, so that they can read short words made up of known GPCs
  - ⇒ Set 1 □ VC words □ CVC words
- **Begin to** read a few common exception words matched to the school's phonic programme
  - ⇒ *I, go, to, the, no, into ... tricky words*
- **Begin to** read simple phrases / sentences
- Read sound blending books.Guided reading books aligned to phonic knowledge

## Writing:

- Write name correctly
  - ⇒ Use correct letter formation
- Use some of their print and letter knowledge in their early writing
- **Begin to** form lower-case letters correctly. Through daily phonics lesson and targeted in continuous provision.
- **Writing opportunities in all areas of provision. Writing to go boxes outdoor. Clip boards blackboards.**
- **Begin to** spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... *spell*
- **Encourage and praise all childrens efforts in writing and mark making.**
- A wall dedicated to childrens writing.
- Clear dated and annotated pieces of work
- Children to see adults writing for a range of purposes.
- Adult to scribe childrens stories.
  - ⇒ Use □ initial sounds □ VC □ CVC words
  - ⇒ Write label; Adult to target and support in provision.
- **Begin to** write lists & captions, focusing on ...*label, caption, space*
- **Adult to model, target and support where children are in provision.**
  - ⇒ Oral rehearsal / vocabulary
  - ⇒ **Begin to** reread what they have written

## Reading: Comprehension / Word Reading

- **Begin to** use and understand **some** recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...*fiction, non-fiction, set*
  - ⇒ Retell story in small world / role play (in correct sequence) ...*beginning, middle, end, set*
  - ⇒ Take on role of character using some story language
  - ⇒ Talk about likes and dislikes of texts, rhymes and poems
  - ⇒ Choose a book and begin to explain why ...*because*
- **Begin to** anticipate - where appropriate - **some** key events in stories ...*predict / prediction*
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Continue to develop phonological awareness.
  - ⇒ Oral blending and segmenting
- Say the sound for:
  - ⇒ For each letter of the alphabet
  - ⇒ Double letters □ ss □ ll □ zz □ ck □ ff
  - ⇒ Consonant digraphs □ sh □ ch □ th, □ ng ...*digraph*
- **Begin to** read words consistent with their phonic knowledge
- **Continue to work in discrete phonics groups.**
- Read some common exception words matched to Read Write Inc.
  - ⇒ *he, she, me, be, we, was (plus see Autumn words)*
- Read simple phrases / sentences
  - ⇒ Continue to apply phonic knowledge.
- Read red guided reading books aligned to phonic knowledge

## Writing:

- Form most lower-case and capital letter correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
- Write captions/phrases and **begin to** write simple sentences using known GPCs ...*sentence, full stop, capital letter.*
- Writing in response to current text of study.
- Beginning to write for a purpose understanding the power of being able to write..
  - ⇒ Include word spacing. Through daily phonics, guided writing and independent learning.
  - ⇒ Orally rehearse caption of sentence before writing. Through daily phonics, guided writing and independent learning.
  - ⇒ I can hold a sentence in my head.
- Re-read what they have written to make sure it makes sense
- **Begin to** write a variety of □ fiction and non-fiction sentences / captions. Write label for models. Write instructions "How to grow a Sunflower."
- **Write a recipe to create at the mud kitchen.**

## Reading: Comprehension / Word Reading

- Continue to develop P1 phonological awareness
  - ⇒ Oral blending and segmenting
- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...*sequence*
- Anticipate-where appropriate-key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
  - ⇒ **Begin to** notice some relationships between one text and another
  - ⇒ **Begin to** comment on perceived links with own life experience or other experiences, *e.g. films, books*
- Say the sound for each letter of the alphabet and for at least 10 digraphs
  - ⇒ Secure P3...*trigraph*
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (*approximately yellow book band – instructional level*)
  - ⇒ *you, they, all, are, my, her (plus see Autumn/Spring words)*

## Writing:

- Write recognisable letters (lower case and capital) most of which are formed correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs
  - ⇒ CVC words
- Write simple phrases and sentences that can be read by others
  - ⇒ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter
- **Begin to** sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:
  - ⇒ 2-3 part story (*e.g. using story map/planner*) Linked to set text.
  - ⇒ Instructions.
  - ⇒ Fact cards (*e.g. using a 'spidergram' to collate information*) *Related to sea creatures.*
  - ⇒ Can talk about the features of different types of writing.
  - ⇒ Hooks linked to text and topic:Letters, notes and instructions left for children to respond to.
  - ⇒ A range of inviting writing resources indoors and outdoors.
  - ⇒ Opportunities to write for a purpose indoors and outdoors linked to childrens current interest and motivations.
  - ⇒ Richly resourced writing area for children to write their own books in response to current text or about their learning and interest in life under the sea.

## **MATHEMATICS:** □ Numerical Pattern □ Number

**Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

**Autumn**

**Spring**

**Summer**

**Learning Priorities:** [Linked to Development Matters 2020](#)

*\* See EY2P Mathematics Long Term Plans*

## Numerical Pattern / Number

- Recite numbers to 10
  - ⇒ Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... *forwards, backwards, more, fewer, greater, less, add, subtract*
  - ⇒ Sing number rhymes with actions and props.
  - ⇒ Break counting chain (not always starting from 1)
  - ⇒ Talk about position ... *before, after*
- Count objects, actions and sounds
- Count a small amount from a larger group.
  - ⇒ Up to 5 – in context of □ daily routine □ sharing □ turn taking
  - ⇒ Count objects in an irregular arrangement *subatise*
  - ⇒ Playing games in a small group with an adult.
- Subitise 3 / 4 objects (quick recall without counting)
  - ⇒ Fast recognition of dice patterns *subatise*
- Link the number symbol (numeral) with its cardinal number value to 5 Opportunities to count indoors and outdoors.
- Exploring with numbered buckets. Find 5 interesting things.
- Encourage children to show a number of fingers all at once.
- 
- Compare quantities up to 5 ... *more than, less than, fewer, who has one more / less*
- Understand 'one more/less than' to 5
  - ⇒ Use STEM sentence with support ... *Three is one more than two, two is one less than 3*
- Explore the composition of numbers to 5 *3 and 2 make 5, 2 and 3 make 5*
  - ⇒ Recognise total is still the same *equals, altogether, whole*
  - ⇒ Using variety of resources ... *counting resources, rekenreks, 5 frames, dominoes, part whole models, number lines, numicon, subatiscing cards, number cards*
  - ⇒ Use a range of resources
  - ⇒ Use playing cards, dice interesting objects.
  - ⇒ Understand how to use a flip flap to 5
  - ⇒ Magnetic trays and counters

## Shape, Space & Measure

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

## Numerical Pattern / Number

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

## Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Begin to** compose and decompose shapes within practical activities
- Continue, copy and create repeating patterns
- Compare length, height, weight and capacity
- Measure their Sunflowers as they grow and record what they see.
  - ⇒ Order 2-3 items by capacity and height
- Begin to** order and sequence familiar events. Routines of the day. "What do I do in the morning before I go to school."
  - ⇒ Become familiar with a clock face and hands
  - ⇒ Measure short periods of time
  - ⇒ Use money in the flower shop. Use 1p to buy snack.

## Numerical Pattern / Number

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

## Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes within practical activities
- Continue, copy and create more **complex** repeating patterns
- Compare length, height, weight and capacity
- Measure and compare short periods of time. Use different egg timers to complete a challenge. Use stop watch outdoor in games a child initiated play.

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

**EYFS Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Autumn**

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**Learning Priorities:** [Linked to Development Matters 2020](#)

## Past and Present

- Begin to make sense of their own life-story and family's history
- Seasons – what was it like compared to now?
- Understand and talk about how they were different when they baby compared to now – similarities and differences
  - ⇒ Feeding, actions, language, favourite toy

## People, Culture & Communities

- Talk about members of their immediate family and community
  - ⇒ Describe family members ... *grandparent, older, younger*
  - ⇒ Understand that there are many different types of families. Read stories that depict different types of families. ... *parent, step-sister / brother / mum / dad, similar, different*
- **Begin to** understand that some places are special to members of their community
  - ⇒ Talk about special places they go with their family... *places of worship visited by children... churches. Local parks that children talk about. Visits to the cinema. Visits to Grandparents.*
- **Begin to** recognise that people have different beliefs and celebrate special times in different ways
  - ⇒ Understand how different people celebrate birthdays
  - ⇒ Develop a knowledge & awareness of other festivals ... *Harvest, Christmas*

## Natural World

- Forest school weekly sessions
- Begin to create maps based on knowledge of where they live, places they've been
- Draw children's attention to the immediate environment introducing and modelling new vocab *change, the same, different, senses, seasons, see, hear, smell, taste, touch, observation, parts of plants (petal, stem, leaf,) names of animals (woodland/nocturnal,) weather, notice, discuss, nature, time, environment.*
- Begin to look at aerial views of school/home settings encouraging children to talk about what they notice.

- Explore the natural world around them – Forest school
  - ⇒ Leaves □ sort by shape/size **begin to** identify some local tree species ... *nature, natural* □ allotment visits – harvesting and observing
- Describe what they see, hear and feel whilst outside
  - ⇒ Leaf shape, size & colour... *shape and colours words e.g. long, spiky, gold, rust, orange*
- Understand the effect of changing seasons on the natural world around them – **Autumn into Winter**
  - ⇒ Observe / talk about changing □ seasons ... *season, summer, autumn, winter* □ changes in autumn ... *temperature, change, hibernation, darker, weather, wind*

\* **Develop** interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

## Past and Present

- Comment on images of familiar situations in the past
  - ⇒ When Mum and Dad were little ... *past, history, long ago*
  - ⇒ Parents and Grandparent schools / childhoods

## People, Culture & Communities

- Name and describe people who are familiar to them
  - ⇒ People in their local / school community... *school and church community, Y6 buddies*
- Understand that some places are special to members of their community
- Recognise some similarities and differences between life in this country and other countries. Select stories that intrigue children and encourage them to ask questions.
  - ⇒ **How people grow things on different countries. Build experiences and vocabulary through multi sensory exploration of fruits and vegetables,**

## Natural World

- Forset school weekly sessions
- Explore the natural world around them, making observations and drawing pictures of animals and plants
  - ⇒ Birds – learning some names, what they eat, how they survive in winter, bird sounds
  - ⇒ Recording plant/animal growth through drawing
  - ⇒ Different types of vegetables and fruits.
- Describe what they see, hear and feel whilst outside
  - ⇒ Using full sentences
- Understand the effect of changing seasons on the natural world around them.
- Comparing environments – farm and city
- Begin to create maps based on knowledge of where they live, places they've been
- Draw children's attention to the immediate environment introducing and modelling new vocab
- Begin to look at aerial views of school/home settings encouraging children to talk about what they notice.

- ⇒ Signs of spring... *buds, shoots, blossom*
- 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
  - ⇒ Different plants in different countries ... *desert, jungle, woodland, garden*
- Process of plant growing
  - ⇒ Planting seeds in our little allotment to attract Bees and Butterflies.
  - ⇒ Planting individual sunflower seeds.
  - ⇒ Labelling different types of plants
  - ⇒ How to look after plants
  - ⇒ Investigate how weather can affect growth.

\* **Continue to** develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

## Past and Present

- 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
  - ⇒ *Sailing / rowing* boats compared with *ferries / hovercrafts*
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
  - ⇒ *Pirates, sailors, sailing ships*

## People, Culture & Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
  - ⇒ Local walk – record and describe .. *shop, park, school, clinic*
- 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
  - ⇒ Visitors talking about different cultures / religions
- 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.
  - ⇒ Books / stories
  - ⇒ Visitors - family members from different countries

## Natural World

- Forset school weekly sessions
- Explore the natural world around them, making observations and drawing pictures of animals
  - ⇒ Caterpillars / mini-beasts
  - ⇒ Animal habitats... *Bug hotel. Observing seeds that were planted to attract Bees and Butterflies.*
- 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
  - ⇒ Animal farming in different countries – books/video
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
  - ⇒ Life cycles of: caterpillar/ butterfly and frog

\* **Continue to** develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

**EXPRESSIVE ARTS & DESIGN:** □ Creating with Materials □ Being Imaginative & Expressive

**EYFS Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**Autumn**

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**Learning Priorities:** [Linked to Development Matters 2020](#)



<h3>Creating with Materials</h3> <ul style="list-style-type: none"><li>Draw with increasing complexity and detail, such as representing a face with a circle and including details</li><li>Show different emotions in drawings and paintings</li><li>Continue to explore colour and colour mixing.</li><li>Safely use and explore a variety of materials and tools.</li><li>Use of clay with natural materials. Exploring descriptive vocabulary smooth silky soft slimy cold. Ask questions "How does it compare to playdough."</li><li>Explore new techniques</li><li>Talk about new creations – link it to theme of magic / quality texts and Kandinsky (maths)</li><li>Begin to return to and build upon previous learning</li></ul> <h3>Being Imaginative &amp; Expressive</h3> <ul style="list-style-type: none"><li>Take part in simple pretend play<ul style="list-style-type: none"><li>⇒ Family / play date role play ... <i>role, pretend, imagine. Home Corner. Going on a picnic or holiday.</i></li></ul></li><li>Begin to develop complex stories using small world equipment. Retelling current text through small world play.</li><li>Begin to develop storylines in their pretend play – <i>including those linked to focus text ... story language, character, beginning, middle, end</i></li><li>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.<ul style="list-style-type: none"><li>⇒ How does the music make me feel? ... <i>emotions vocabulary (see PSE)</i></li></ul></li><li>Begin to watch and talk about dance and performance art<ul style="list-style-type: none"><li>⇒ What type of dance/music is it? ... <i>adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i></li><li>⇒ Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician.</i></li></ul></li><li>Sing in a group or on their own</li><li>Learning new songs and performing The Nativity for parents.<ul style="list-style-type: none"><li>⇒ Engage in circle and partner songs</li><li>⇒ <i>Begin to</i> make own verse for familiar song</li></ul></li><li>Begin to explore and engage in music making and dance<ul style="list-style-type: none"><li>⇒ Invent and dance / play music to show different emotions ... <i>emotions vocabulary (see PSE)</i></li></ul></li></ul>			<h3>Creating with Materials</h3> <ul style="list-style-type: none"><li>Explore and use a variety of artistic effects to express their ideas and feelings.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>Create collaboratively sharing ideas, resources and skills.</li><li>Focus on exploring junk modelling resources.</li><li>Mathematical exploration and problem solving as children look for the resources that would best match their ideas and plans.</li><li>Opportunities to paint favourite characters from stories.</li><li>Making character puppets.</li><li>Exploring circles through stories such as The Dot and the work of Kandinsky.</li><li>Observational drawings and paintings of flowers. Looking closely at detail. Opportunities to explore colour and texture through the beauty of flowers and plants.</li></ul> <h3>Being Imaginative &amp; Expressive</h3> <ul style="list-style-type: none"><li>Listen attentively, move to and talk about music, expressing their feelings and responses. Listen to a wide range of different music, Classical and modern. Explore how the music makes them feel. What does it make them think about or remind them of.</li><li>Through Mindfulness and Yoga sessions focus on calm and relaxing music.</li><li>Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>Listen to Dragon Dance music and respond with ribbon dancing.</li><li>Through St Davids Day and St Patricks Day explore and investigate music and dance. Watch some irish dancing.</li><li>Make performances a regular feature on our stage.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody. Opportuniteis to perform.</li><li>Explore and engage in music making and dance, performing solo or in groups.</li><li>Develop storylines in their pretend play. Role play indoors and outdoors. Hairdressers/nail bar/spa. Flower shop.</li></ul>			<h3>Creating with Materials</h3> <ul style="list-style-type: none"><li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Inspiration from artists and stories. Opportunities to observe the natural world outdoors as well as indoors.</li><li>Share their creations, explaining the process they have used. Display childrens learning annotated to illustrate the process.</li><li>Make use of props and materials when role playing characters in narratives and stories.Opportunities to perform outdoors, Props including music and musical instruments.</li><li>Children create puppets linked to their interests and stories. Opportunities for children use their creations in role play.</li><li>Make their own musical instruments.</li></ul> <h3>Being Imaginative &amp; Expressive</h3> <ul style="list-style-type: none"><li>Invent, adapt and recount narratives and stories with peers and their teacher; Continue to scribe childrens stories and perform them with their peers.</li><li>Sing a range of well-known nursery rhymes and songs;</li><li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Create events/shows for children to express themselves in a range of ways.</li><li>Children to create their own music. <b>Music indoors and outdoors.</b></li></ul>					
Calendar of Key School Events	Sept:	Oct: .	Nov:	Dec:	Jan:	Feb:	Mar:	Apr:	May:	June:	July:

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EVALUATION:

<b>AUTUMN TERM:</b>
<b>SPRING TERM:</b>
<b>SUMMER TERM:</b>