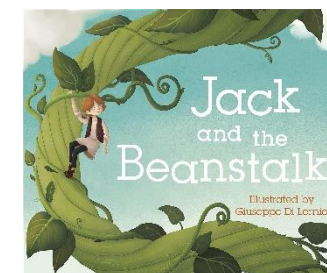
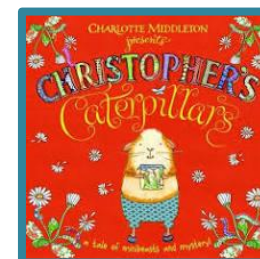
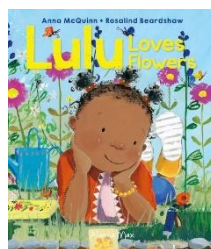
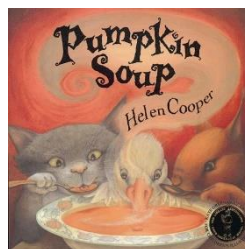



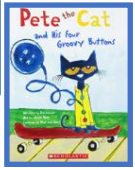



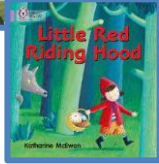

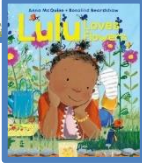
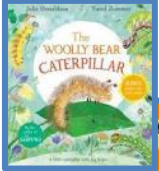



# St Stephen's R C Primary Reception Curriculum



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                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overarching Theme</b>                                                                         | <b>Marvellous Me &amp; My Family</b>                                                                                                                                                                                           | <b>Autumn / Celebrations</b>                                                                                                                                                                                                                                                                                     | <b>Fairytales</b><br><i>(changing to Journeys in 2023)</i>                                                                                                                                                                      | <b>Growing</b>                                                                                                                                                                                                                                                                                        | <b>Minibeasts and Life Cycles</b>                                                                                                                                                                                     | <b>Under the Sea</b>                                                                                                                                                                                                                                                                                              |
| <b>Planning around a quality text:</b><br><br><i>To be chosen following children's interests</i> |                                                              |                                                                                                                                                |                                                           |                                                                                                                                 |                                                 |                                                                                                                                             |
| <b>Linked texts</b><br><b>Colour Monster</b><br><b>Owl Babies</b>                                | <ul style="list-style-type: none"> <li>Little Red Hen</li> <li>Bear – Eric Carle</li> <li>Tiger who came to tea – Judith Ker</li> <li>The Shopping Basket – John Burningham</li> <li>Owl Babies – Martin Waddell</li> </ul>    | <ul style="list-style-type: none"> <li>Room on the Broom – Julia Donaldson</li> <li>The Wizard and Princess – Julia Donaldson</li> <li>Stickman – Julai Donaldson</li> <li>The Nativity</li> <li>Frank was a Monster who wanted to dance – Keith Graves</li> <li>The Christmas Pine – Julia Donaldson</li> </ul> | <ul style="list-style-type: none"> <li>Goldilocks</li> <li>Gingerbread man</li> <li>Very Little Red Riding Hood – Heapy and Heap</li> <li>Very Little Cinderella – Heapy and Heap</li> <li>Rapunzel – Bethan Woolvin</li> </ul> | <ul style="list-style-type: none"> <li>How do flowers grow? - Usbourne</li> <li>Eddies Garden – Sarah Garland</li> <li>Sunflower House – Eve Bunting</li> <li>Camille and the Sunflowers – Laurence Anholt</li> <li>The Bog Baby – Jeanne Willis</li> <li>Tadpoles Promise - Jeanne Willis</li> </ul> | <ul style="list-style-type: none"> <li>Busy Buzzy Bee – Stacy Bax</li> <li>The Very Busy Spider – Eric Carle</li> <li>The Very Hungry Caterpillar – Eric Carle</li> <li>Don't Ask the Dragon – Lemn Sissay</li> </ul> | <ul style="list-style-type: none"> <li>The Fish How Could Wish – John Bush</li> <li>The Rainbow Fish – Marcus Pfister</li> <li>Sharing a Shell – Julia Donaldson</li> <li>Home for Hermit Crab – Eric Carle</li> <li>Mr Seahorse – Eric Carle</li> <li>Look What I Found – Seaside – Moira Butterfield</li> </ul> |
| <b>Trips/Visitors</b><br><b>Enrichments</b>                                                      | <b>Visitors:</b> <ul style="list-style-type: none"> <li>Grandparent (2022)</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> | <b>Visitors:</b> <ul style="list-style-type: none"> <li>Pantomime</li> </ul> <b>Trip:</b> <ul style="list-style-type: none"> <li>Imagine That</li> </ul>                                                                                                                                                         | <b>Visitors:</b> <ul style="list-style-type: none"> <li>Site manager</li> </ul> <b>Trip:</b> <ul style="list-style-type: none"> <li>Local Journey / Shops (2023)</li> </ul>                                                     | <b>Visitors:</b> <ul style="list-style-type: none"> <li>Mrs Artenstall – Forest School</li> </ul> <b>Trip:</b> <ul style="list-style-type: none"> <li>Pond Life</li> </ul>                                                                                                                            | <b>Visitors:</b> <ul style="list-style-type: none"> <li>Creepy Crawlies Show</li> </ul> <b>Trip:</b> <ul style="list-style-type: none"> <li>Caterpillar Garden</li> </ul>                                             | <b>Visitors:</b> <ul style="list-style-type: none"> <li>Pirate Workshop</li> <li>Grandparent – Deep Sea Diver?</li> <li>Artist / Illustrator</li> </ul> <b>Trip:</b> <ul style="list-style-type: none"> <li>Sealife Centre</li> </ul>                                                                             |
| <b>Celebrations / Festivals / Special Events</b>                                                 | <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> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Chinese New Year</li> <li>Fairy Tale Day</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>St Davids Day</li> <li>Pancake Day</li> <li>World Book Day</li> <li>St Patricks Day</li> <li>Mothers Day</li> <li>Easter</li> <li>Queens Jubilee</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>Eid</li> </ul>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                   |

## COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

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

### Autumn

### Spring

### Summer

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

\* 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*
- *Understand 'why' questions*
  - ⇒ Why do you think he/she feels...?
- Understand how to listen carefully and why listening is important
- Learn new vocabulary linked to daily routine / theme 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 ... *character / happened*
- 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*)

#### 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
- **Begin to** articulate their ideas and thoughts in well-formed sentence
  - ⇒ Express □ Ideas to friends □ Book talk express (*e.g. likes and dislikes*)
- **Begin to** connect one idea or action to another using a range of connectives... *because / although / but / and*
- **Begin to** describe events in some detail. Home School books to support confidence in speaking to a group.
- Develop social phrases
  - ⇒ Routines of the day ... *greetings, How are you?*
  - ⇒ Friendship ... *Would you like to join in / Come and play...*
- **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
  - ⇒ Focused & linked texts – within small world / role play

#### Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
  - ⇒ Within small group work with peers and an adult
  - ⇒ Within childrens independent learning.
- Listen carefully to and learn rhymes, poems and songs. Charanga and Singing Sherlock. To be able to recite new songs and poems confidently (*Poems by Michael Rosen*).
- 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
- **Begin to** understand humour e.g. *nonsense rhymes / jokes*
  - ⇒ Talk about funny part of nonsense rhyme or simple jokes

#### Speaking

- Use new vocabulary in different contexts.
  - ⇒ Use recently learnt words within text retelling
- Vocabulary development through new learning, topics/themes story and across all areas of learning ... *plant / grow / pollen / nectar seed / bulb / flower*
- Parts of the flower. Labelling and dissecting... / *petal / stem / stigma*.
- 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.
  - ⇒ When □ sharing news and & Home/School books □ responding to a story □ when sharing their own interests.
- Connect one idea or action to another using a range of connectives.
- Opportunities for children to explain their learning. Sequencing processes through language. *first / then*. Use of questioning words during learning... *why / when / how / tell me / explain / describe*.
- Describe events in some detail.
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen.
- 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.
- Consolidate vocabulary already embedded through work on the Colour Monster can be built on ... *lonely / afraid / disappointed / upset / angry / sad / fearful / pleased / proud*.

#### 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.
  - ⇒ Linked to □ topic/themes -sea life and creatures □ focused text □ daily routines and events
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Understand humour more readily e.g. *nonsense rhymes/jokes*
  - ⇒ Identify funny part of rhyme / *joke*
  - ⇒ **Begin to** innovate rhymes / jokes

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
  - ⇒ Linked to □ topic/themes -sea life and creatures □ focused text □ daily routines and events. *Shark / stingray / seahorse / jelly fish / coral / seaweed / octopus / ocean sea*.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
  - ⇒ Within □ exploratory play □ problem solving □ role play
- 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.
  - ⇒ Talk about past / present / future events within school and at home
  - ⇒ Adapt / personalise a modelled sentence with conjunction during circle time or focused activity

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

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

### Autumn

### Spring

### Summer

#### Learning Priorities: Linked to Development Matters 2021

##### Self-Regulation

- *Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair / agree / turns / together / share*
  - ⇒ How to compromise and negotiate to solve problems
  - ⇒ Use □ book talk □ puppets □ real life experiences
- **Begin to** express feelings and consider the feelings of others
  - ⇒ Identify and name emotions ... *emotion / lonely / sad / happy / confident / pleased / frightened / angry / confused, disappointed / nervous / worried / excited*
- Link book character's emotion to own experiences ... *expression / mood / feeling / emotion*
- **Begin to** set own goals and show resilience and perseverance in the face of challenge
  - ⇒ Set a shared goal with a friend
- **Begin to** identify and moderate own feelings socially and emotionally
  - ⇒ Focus on □ keeping *calm* □ being *patient* □ waiting for a *turn* □ *sharing* □ tidying up after themselves. Be Safe Be Respectful Be Ready.

##### Managing Self

- Manage own self-care needs ... *fasten*
  - ⇒ Independent use of □ zips □ buttons □ coats □ shoes
- **Develop confidence** to try new activities and show independence
  - ⇒ Access all types of enhancements (indoors & outdoors)
- Know and **begin to** talk about the different factors that support their overall health and wellbeing:
  - ⇒ Toothbrushing – importance and how ... *clean / decay*
  - ⇒ Talk about importance of daily exercise and healthy eating ... *exercise / healthy / unhealthy, heartbeat, fit*

##### Building Relationships

- **Begin to** see self as a valuable individual
  - ⇒ Describe self, positively ... *proud / special / love* (use books: 'Happy in Our Skin' & 'My Hair')
- **Begin to** build constructive and respectful relationships
  - ⇒ Use social language to develop friendships see CL

##### Self-Regulation

- Express feelings and consider the feelings of others
- Set own goals and show resilience and perseverance in the face of challenge.
- Identify and moderate own feelings socially and emotionally:
  - ⇒ Name feelings and recognise own mood or feelings regularly. Explore what *emotion* means ... *sad / worried / confused / anxious / upset / angry / hurt / frightened*.
  - ⇒ How are you feeling? I understand that you are upset. How can I help?
  - ⇒ Develop the patience to wait / turn take □ playing games □ waiting to use a resources or apparatus □ waiting for adults attention... *calm / patient*
- Think about the perspectives of others. How are they feeling today?
- Develop a greater understanding of the class and school rules and why we have them (*Be Safe Be Ready Be Respectful*).

##### Managing Self

- Manage own self-care needs - taking care of your own body. *healthy / not healthy / hygiene / teeth / gums / senses / bacteria germs*.
- Develop greater independence in accessing provision and resources *e.g. engaging in independent challenges*
- Understand how to take measured risks and keep themselves safe e. g when using the adventure playground and different tools and resources.
- 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. Heart and how it changes after exercise.

##### Building Relationships

- See self as a valuable individual. Unique skilled talented special individual important.
- Build constructive and respectful relationships. Turn taking, friendly helpful partner team.
- Understand their place in the school community... *site manager / lunch time staff / parish priest / head teacher / office staff*
  - ⇒ **Begin to** engage in more whole school events. Praise Assembly & Hot Chocolate Friday
  - ⇒ Work / play with older children (volunteers) Year 6 Buddy

##### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Being able to offer support to others.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Understanding why they have to wait and turn take.
- 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.
  - ⇒ Complete independent challenges and self -monitor the challenges completed (with adult support and quality assurance)
  - ⇒ Being able to talk about what they have done including reflection on their achievement.

##### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
  - ⇒ **Begin to** talk through how they are going to solve a problem
  - ⇒ Growing ability to understand that sometimes learning is difficult.
  - ⇒ Understand that we learn by making mistakes.
  - ⇒ See themselves as capable learners.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Working together to be safe ready and respectful as a school community.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
  - ⇒ Dress and undress independently for PE / outdoor activities

##### Building Relationships

- Work and play cooperatively and take turns with others
  - ⇒ Throughout the daily routine
- Form positive attachments to adults and friendships with peers
  - ⇒ **Begin to** talk about their friendships
  - ⇒ Express why they like being with their friends.
  - ⇒ What makes a good friend?... *kind / sharing helpful / fun*.
- Show sensitivity to their own and to others' needs
- Use emotions vocabulary to express themselves effectively.
  - ⇒ When playing / working with others
- **Continue to** see themselves as a valuable individual



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

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

### Autumn

### Spring

### Summer

## Learning Priorities: Linked to Development Matters 2021

### Gross Motor Skills

- Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping – climbing*
  - ⇒ Engage in and develop confidence in actions
- **Begin to** develop overall body-strength, balance, co-ordination and agility.
- **Opportunities to develop spatial awareness, learning how to avoid obstacles.**
  - ⇒ Use above actions, within obstacle courses ... *balance/ obstacle / spatial / prepositions*
  - ⇒ Set own physical challenge ... *challenge / goal*
- **Begin to** use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... *straight / upright / flat*
- **Begin to** combine different movements with ease and fluency
  - ⇒ See above obstacle course
  - ⇒ Change movements / directions quickly
- **Begin to** 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.
  - ⇒ Understand rules and reasons
- Further develop and refine a range of ball skills including: *throwing, catching, kicking*
  - ⇒ Use different sizes / types of balls – in pairs
- Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene

### Fine Motor Skills

- *Use a comfortable grip with good control when holding pens and pencils*
  - ⇒ Consolidate tripod grip
- **Continue to** develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- **Small lego threading beads. Malleable materials.**
  - ⇒ Ensure regular engagement and develop confidence in use of tools... *grip / steady / snip / twist / curve / straight*

### Gross Motor Skills

- **Continue to** refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping – climbing*
- **Begin to** progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, co-ordination and agility.
  - ⇒ **Begin to** use larger apparatus in PE & Adventure Playground.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency.
- **Begin to** to follow a dance sequence.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including: *passing, batting and aiming*

### Fine Motor Skills

- 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
- **Begin to** develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:
  - Effective pencil grip
  - Correct letter formation **with consistent use of anti clockwise movements.**
  - Further develop hand eye coordination.
  - Further develop spatial awareness.
  - Learning to form letters correctly.
  -

\*(see Writing)

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
  - ⇒ In PE and when using large outdoor apparatus outdoors.
  - ⇒ Safety and spacial awareness when using the balance bikes on the bike track.
- Demonstrate strength, balance and coordination when playing. Using apparatus and playing games.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Engaging in *team* games.
- **Begin to** make up their own games.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery
- **Begin to** show accuracy and care when drawing.
- Form all letters correctly.
- **Begin to** regulate the size of writing and ability to sit it on a line.

## LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

**Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### Autumn

### Spring

### Summer

#### Learning Priorities: Linked to Development Matters 2021

\* See EY2P Literacy Long Term Plans

#### 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.*
  - ⇒ *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

#### 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.
- **Begin to** spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... *spell*
- 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*
  - ⇒ 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*
- Answer / ask - Who What Why When questions linked to text.
  - ⇒ Retell story in small world / role play (in correct sequence) ...*beginning / middle / end / set*
  - ⇒ Hot Seating
  - ⇒ 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.
- Know all set 1 sounds and able to blend words swiftly and with confidence.
- *Continue to develop P1 phonological awareness, focusing on*
  - ⇒ Oral blending and segmenting
- Say the sound for:
  - ⇒ For each letter of the alphabet
  - ⇒ Double letters ll ff ss
  - ⇒ Consonant digraphs □ sh □ ch □ th, □ ng □ nk ...*digraph*
- **Begin to** read words consistent with their phonic knowledge
  - ⇒ □ CVC words
- Read some common exception words matched to the school's phonic programme
  - ⇒ *he, she, me, be, we, was to go my the (plus see Autumn words)*
- Read
  - ⇒ Simple sentences that match their phonic development.
  - ⇒ 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 a simple sentence e.g. *I can.. I see... I went... I like...*
- Beginning to write for a purpose understanding the power of being able to write..
  - ⇒ Include word spacing.
  - ⇒ Orally rehearse caption of sentence before writing.
- Re-read what they have written to make sure it makes sense
- **Begin to** write a variety of □ fiction and non-fiction sentences / captions.  
E.g *instructions / recipe*

#### 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** regulate size of letters
- **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*)

## MATHEMATICS: □ Numerical Pattern □ Number

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

### Autumn

### Spring

### Summer

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

*\* See EY2P Mathematics Long Term Plans*

#### Numerical Pattern / Number

- Recite numbers to 10
  - ⇒ Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... *forwards, backwards*
  - ⇒ 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
  - ⇒ Playing games in a small group with an adult.
- Subitise 3 / 4 objects (quick recall without counting)
  - ⇒ Matching children to images in workshop areas
  - ⇒ Fast recognition of dice patterns
- Link the number symbol (numeral) with its cardinal number value to 5 Opportunities to count indoors and outdoors.
- Compare quantities up to 5 ... *more than, less than, fewer, who has one more / less*
- Understand 'one more/less than' to 5
  - ⇒ Use sentence with support ... *Three is one more than two*
- Explore the composition of numbers to 5
  - ⇒ Recognise total is still the same
  - ⇒ Using variety of resources ... *more, less, makes, equals, altogether*
- **Begin to** explore number bonds to 5
  - ⇒ Use a range of resources
  - ⇒ Use playing cards, dice interesting objects.
  - ⇒ Understand how to use a flip flap to 5

#### Shape, Space & Measure

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

#### Numerical Pattern / Number

- Recite numbers to 20
  - ⇒ Backward from 10 and **begin to** recite backwards from 15
  - ⇒ Break counting chain (not always starting from 1 forwards or 10 backwards)
  - ⇒ Talk about position up to 5 and begin to talk about position up to 10
- Count objects, actions and sounds
  - ⇒ Up to 10, in context of □ daily routine □ sharing □ turn taking
  - ⇒ Count objects in an irregular arrangement
  - ⇒ 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
- Recall number bonds to 5.
- Recognise the amount on the 5 and 10 frames without counting.
- 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 ...*sphere / cylinder / cone / rotate.*
- **Begin to** compose and decompose shapes within practical activities
- Continue, copy and create repeating patterns
- Compare length, height, weight and capacity
- **Begin to** use non-standard measure e.g. *to measure sunflowers and comparative language ...longer / longest / shorter / shortest / taller / tallest*
- Order 2-3 items by capacity and height
- **Begin to** order and sequence familiar events. Routines of the day e.g. "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 for a purpose within rolw play / snack provision
- Use positional language...*forwards/ backwards /above /below / second/ next.*
- **Begin to** use ordinal numbers - *1<sup>st</sup> 2<sup>nd</sup>...*

#### 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, using appropriate vocabulary
- Measure and compare short periods of time. E.g.
  - ⇒ *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.

|               |               |               |
|---------------|---------------|---------------|
| <b>Autumn</b> | <b>Spring</b> | <b>Summer</b> |
|---------------|---------------|---------------|

**Learning Priorities: Linked to Development Matters 2021**

**Past and Present**

- *Begin to make sense of their own life-story and family's history*
- 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 , cinema, Grandparents homes*

- **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**

- Explore the natural world around them
  - ⇒ Leaves □ sort by shape/size □ **begin to** identify some local tree species ... *nature, natural*

- 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.

**Natural World**

- 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
  - ⇒ Record plant growth through drawing
  - ⇒ Different types of vegetables

- Describe what they see, hear and feel whilst outside, using full sentences

- Understand the effect of changing seasons on the natural world around them.
  - ⇒ 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*

- Understand and talk about how plants grow
  - ⇒ Plant seeds in the allotment to attract bees and butterflies.
  - ⇒ Find out about bees...*nectar / pollen / hive / honey.*
  - ⇒ Learn facts about bees
  - ⇒ Label different types of plants

- Explain how to look after plants

- 

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\* **Continue to** develop interest in linked: □ texts across tBees and flowers.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.
  - ⇒ Visitors - family members from different countries

**Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals
  - ⇒ Caterpillars / mini-beasts
  - ⇒ Closely observe our own *frogspawn* pond.
  - ⇒ Look after *caterpillars* until they become *butterflies* ...*hatch / cocoon / lay / eggs*
  - ⇒ 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.

- 

\* **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

### Spring

### Summer

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

### Creating with Materials

- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Show different emotions in drawings and paintings
- **Continue to** explore colour and colour mixing – consolidating colour names
- Safely use and explore a variety of materials and tools.
- Explore new techniques
- Print with a variety of objects – including a range of utensils and leaves – *print / press / shape / hard*
- Compare a range of malleable materials - use clay with natural materials
  - ⇒ Use descriptive vocabulary- *smooth / silky / soft / slimy, cold*
  - ⇒ Discuss how it compares to playdough
- Use natural materials to represent real images – engage in transient art outdoors
- Talk about new creations
- **Begin to** return to and build upon previous learning
- **Begin to** explore weaving with natural materials *e.g wool on sticks*

### Being Imaginative & Expressive

- Take part in simple pretend play
- Family / play date role play ... *role / pretend / imagine*
- **Begin to** develop complex stories using small world equipment. Retelling current text through small world play.
- **Begin to** develop storylines in their pretend play – including those linked to focus text ... *story language, character, beginning, middle, end*
- **Begin to** listen attentively, move to and talk about music, expressing their feelings and responses.
  - ⇒ How does the music make me feel? ... *emotions vocabulary (see PSE)*
- **Begin to** watch and talk about dance and performance art
  - ⇒ What type of dance/music is it? ... *adjectives to describe music; e.g. happy, sad, slow, fast, bouncy*
  - ⇒ Watch live music / dance performances linked to festivals ... *perform, celebrate, audience, musician.*
- Sing in a group or on their own
- Learn new songs and performing 'The Nativity' for parents.
  - ⇒ Engage in circle and partner songs
  - ⇒ **Begin to** make own verse for familiar song
- **Begin to** explore and engage in music making and dance
  - ⇒ Invent and dance / play music to show different emotions ... *emotions vocabulary (see PSE)*

### Creating with Materials

- Explore printing with vegetables and fruit focusing on pattern within food and how this prints – *steady / still / firm / pattern*
- Use a range of brushes □ variety of thickness □ sponge □ natural □ own made □ cotton buds □ finger painting
- Explore and use a variety of artistic effects to express their ideas and feelings.
  - ⇒ Explore the use of *circles* (through stories such as 'The Dot' and the work of Kandinsky)
- Complete simple observational drawings *e.g. flowers.*
- Exploring and talking about colour and texture -feel texture mould shape.
  - ⇒ Work with silk clay - and additional materials to make / join a simple *sculpture*
- **Begin to** create a wider range of 3D models e.g. junk modelling and puppet making
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Explore weaving with natural materials ... *willow / weave*

### Being Imaginative & Expressive

- Develop storylines in their pretend play.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
  - ⇒ Listen to a wide range of different music – including classical and modern
  - ⇒ Explore how the music makes them feel and what it make them think about or remind them of
  - ⇒ Through Mindfulness and Yoga sessions focus on calm and relaxing music.
- Watch and talk about dance and performance art, expressing their feelings and responses.
  - ⇒ Listen to music and respond through their own dances
  - ⇒ Listen to Irish music and watch some Irish dancing
  - ⇒ Listen to the dance of the bumblebees and opportunities to respond.
- **Begin to** develop their own dance and music performances
- Sing in a group or on their own, increasingly matching the pitch and following the melody. Opportunitéis to perform.
- Explore and engage in music making and dance, performing solo or in groups.

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
  - ⇒ Respond to inspiration from artists (Andy Goldsworthy) and stories (a range of illustrators).
- **Continue to** develop skills of observational drawing and painting. **Begin to** add more detail to representations. Choose appropriate media / tools.
- Explore adding different materials to paint to change texture / look ... *texture / shade / colour / add / feel / touch*
- Make use of props and materials when role playing characters in narratives and stories.
  - ⇒ Use own made props to retell / act out stories
  - ⇒ Use own puppets to retell / perform stories
  - ⇒ Make their own musical instruments.
- Share their creations, explaining the process they have used.
  - ⇒ Talk about their creations □ in small groups □ in group time
- Talk about and understand the occupations of *artist* and *illustrator*
- Talk about visit to art *gallery* and the job of an artist / illustrator

### Being Imaginative & Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
  - ⇒ Perform adapted stories
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others.
- Try to move in time with music.
- Create own music:
  - ⇒ Perform
  - ⇒ Audition for St Stephens got talent
  - ⇒ Record

| Calendar of Key School Events | Sept: | Oct: | Nov: | Dec: | Jan: | Feb: | Mar: | Apr: | May: | June: | July: |
|-------------------------------|-------|------|------|------|------|------|------|------|------|-------|-------|
|                               |       |      |      |      |      |      |      |      |      |       |       |

**EVALUATION:**

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