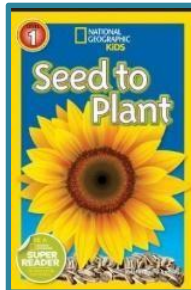
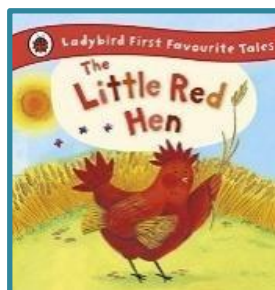
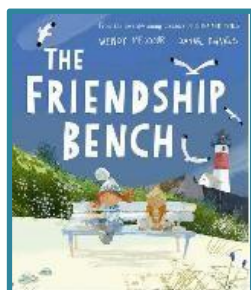
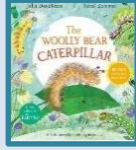
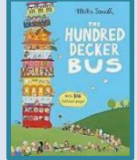


Castle Hill St Philips Primary School Reception Curriculum



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

Intent: □ Implementation: □ Impact:

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	All About Me	Autumn / The Woodland	Animals in Cold Countries The wider world	Animals in Hot Countries The wider world	Lifecycles	Journeys
Key Texts See linked medium term plans: □ small steps in learning □ weekly literacy plans with adapted teaching and learning guidance □ adult-led and continuous provision challenges linked with text	 	 	 	 	 	 
Our Wow Castle Hill Top Twenty	• Trip: Borsdane Woods Autumn Walk ▪ Visitor: Head teacher / office manager / pastoral officer ▪ Visitor: Dentist/ Photographer	▪ Visitor: School cook ▪ Visitor: School caretaker ▪ Trip: All Saints Church ▪ Experience: Party time / Nativity / Faith Week/ Diwali/ Guy Fawkes Night ▪ Cooking: Healthy cup cakes	▪ Trip: Borsdane Woods Winter Walk ▪ Visitor: Author ▪ Experience: Chester Zoo Penguin webcam / Internet Safety Day/ Shrove Tuesday ▪ Cooking: Pancakes	▪ Trip: Knowsley Safari Park/ Hindley Library ▪ Visitor: Vet nurse ▪ Visitor: Author ▪ Experience: World Book Day/ Chinese New Year (food tasting)	▪ Trip: Farm ▪ Experience: Chick eggs / Caterpillars ▪ Cooking: Fruit salad	▪ Trip: / Hindley Fire Station ▪ Visitor: Police Officer ▪ Experience: Transition into Y1 / Sports Day ▪ Cooking: Vegetable pizza
Linked texts Fiction Non-fiction Traditional tales (Learned by heart) Diversity / Inclusion	▪ 10 dogs – Emily Gravette ▪ Hello, Friend! – R Cobb ▪ My Body – Jill McDonald ▪ Different Families – M Higgins ▪ Who Are You? – S Halls ▪ The Elves and the Shoemaker ▪ Gingerbread Man ▪ Happy in our skin – Fran Manushkin ▪ My Hair – Hannah Lee ▪ The Colour Monster – Anna Llenas	▪ Hattie Peck - Emma Levey ▪ Farmer Duck – M Waddell ▪ Pumpkin Soup – H Cooper ▪ Shelley Hen Lays Eggs – Deborah Chancellor ▪ From the Garden – A Counting Book About Growing Food – M Dahl ▪ The Little Red Hen ▪ The Best Diwali Ever – Sonali Shah ▪ The Big Book of Festivals – Marita Bullock	▪ The Snow Thief - Alice Hemming ▪ I Follow the Fox - Rob Bidulph ▪ Baby Polar Bear - Anne Rooney ▪ Who Lives Here? Polar Animals-Deborah Hodge ▪ Storms – K Baker ▪ Sleeping Beauty ▪ Hansel & Gretel ▪ Little Red Riding Hood ▪ First festivals Luna New Year – Ladybird ▪ The Great Race – Emily Hiles	▪ Solomon Crocodile – Catherine Rayner ▪ Jazzy in the Jungle – Lucy Cousins ▪ Chimp and Zee – Laurence Anholt ▪ Lions – National Geographic Kids ▪ Big Cat Babies – Big Cat Collins ▪ Over in the Jungle – Marianne Berkes ▪ Cinderella ▪ Rapunzel ▪ The Frog Prince ▪ The Three Billy Goats ▪ My Most Exciting Eid – Zeba Talkhani ▪ In Every House on Every Street – Jess Hitchman	▪ Seeds – John Townsend ▪ Lift & Look Fruit & Vegetables – Tracy Cottingham ▪ Things with Wings – Paul Shipton ▪ Extraordinary Gardner – Sam Boughton ▪ Oliver's Vegetables – Vivian French ▪ Christopher's Caterpillars – Charlotte Middleton ▪ Jack and the Beanstalk ▪ Chicken Licken ▪ The enormous turnip ▪ The Ugly Duckling ▪ Odd Dog Out – Rob Biddulph	▪ You Can't Take an Elephant on a Bus – P Cleveland-Peck ▪ Martha Maps It Out – Leigh Hodgkinson ▪ Queen's Handbag – Steve Antony ▪ I'm the Bus Driver – David Semple ▪ My Big Book of Transport – Moira Butterfield ▪ Look What I Found at the Seaside – Moira Butterfield ▪ The Three Little Pigs ▪ Incredible You – R Brisenden ▪ Super Duper You – SHenn

Key Poem <i>See linked medium term plans</i>	Oh Dear! <i>Michael Rosen</i>	I'm a Little Snowman <i>Anon</i> <i>Tune: I'm a Little Teapot</i>		Springtime <i>Anon</i>		Braving the Sea <i>Philip Waddell</i>
Linked rhymes / songs	- Dr Foster - Wee Willie Winkie - Five Spotted Dogs - How Much is that Doggy? - Heads Shoulders Knees and Toes - I've Got a Body	- The Farmer is the Den - Old McDonald - Little Red Hen - I am the Baker Man [tune to I am Music Man] - Furry, Furry Squirrel - Autumn Leaves - Autumn Time is Coming - The Twelve Days of Christmas	- Have You Ever Seen a Penguin - Polar Bear Polar Bear What Do You Hear - Twinkl Twinkle Little Star - A sailor went to sea, sea, sea	- The Animal Fair - The Animals Went in Two by Two - Down in the Jungle - Five Little Monkeys Swinging from a Tree - Look at the Sneaky Crocodile - Yellow Bird	- Mary Mary - Oats and Beans and Barely Grow - Incy Wincy Spider - Ten Fat Peas - One Potato, Two Potato - The Seed Song - The Farmer Plants the Seeds	- Wheels on the bus - Row Row Row Your boat - Down at the Station - When I was one I sucked my thumb the day I sent to sea! - Zoom Zoom we're Going to the Moon 12345 Once I Caught a Fish Alive
Linked Occupations	- School staff - Photographer - Nurse / Dr / Dentist - Shoemaker [Elves and the Shoemaker]	- Baker - School caretaker - Park Keeper [video] - Postman / woman - Delivery person	- Librarian - Fishermen - Lighthouse keeper - Zookeeper	- Author - Vet Nurse - Wildlife explorer - Wildlife photographer - Wildlife artist - Cook / chef	- Gardener - Conservationist - Farmer	- Bus / train inspector - Sailor - Pilot - Astronaut - Policeman / firefighter - Traffic Warden
Linked Role Play Indoors and outdoors Home corner / bike track	- H/C – New baby - B/T – To the café	- H/C – Celebrations - B/T – Post box and deliveries	- H/C – House jobs - B/T – Hot Chocolate Drive Through	- H/C – Healthy Living - B/T – Car / Bike Wash & Safari Drive	- H/C – New pet - B/T – Bike hire	- H/C – Holiday time - B/T – Police and traffic wardens

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](#) [also see links to [Reading Comprehension](#)]

VOCABULARY: Learn and use new words through first hand experiences, rhymes, songs, poems, stories and non-fiction books.

Listening, Attention and Understanding

- **Listen carefully** to practitioners / peers / visitors and understand why listening is important:
 - One-to-one
 - Small groups activities
 - **Begin to** within whole class inputs } 10-15 minutes
- Listen to familiar and **new rhymes, songs and poems**
 - **Begin to** listen to how they sound
- Listen to, **engage and talk about familiar and new stories**
 - Remember much of what happens / **begin to** order events
 - Join in with repeated refrains
 - Join in with simple text retelling with actions
- **Begin to** listen to and **enjoy non-fiction books**
- **Understand and follow a two-part instruction:**
 - Linked to daily routine
 - Within a small group activity
 - Within whole class activities / events
- **Begin to** understand a **range of questions:**
 - 'Who', 'what', 'where' and 'why' questions

Listening, Attention and Understanding

- **Listen carefully** to practitioners, peers and visitors, respond with relevant comments
 - Back-and-forth conversations with familiar people
 - Group and some whole class inputs [15 / 20 minutes]
- Listen to familiar and **new rhymes, songs and poems**
 - Listen to and **begin to** talk about how they sound
 - **Begin to** understand humour
- Listen to, engage and talk about **familiar and new stories**
 - Remember much of what happens / order events
 - Join in with some longer repeated refrains
 - Join in with text retelling with actions, including non-fiction
- Listen to, engage and respond to **non-fiction books**
 - **Begin to** develop familiarity with new knowledge and vocabulary
- **Begin to** understand and follow **an instruction with several parts:**
 - Group and whole class activities / events
 - Some school events
- Understand a **wide range of questions:**
 - Answer 'Who', 'what', 'where' and 'why' questions with relevant comments
 - **Begin to** ask questions to clarify own understanding

Listening, Attention and Understanding

- **Listen attentively** to practitioners, peers and visitors, respond with relevant comments and ask questions
 - Back-and-forth conversations with familiar and new people
 - Whole class inputs / discussions [15 / 20 minutes]
- Listen to familiar and **new rhymes, songs and poems**
 - Listen to and talk about how they sound
 - Understand some humour
- Listen to, engage and talk about **familiar and new stories**
 - Remember much of what happens / order events with confidence
 - Join in with text retelling with actions, including non-fiction
- Listen to, engage and respond to **non-fiction books**
 - Develop familiarity with new knowledge and vocabulary
- Understand and follow an **instruction with several parts:**
 - Group and whole class activities / events
 - School events
- Understand a **wide range of questions:**
 - Answer a range of 'Who', 'what', 'where' and 'why' questions with relevant comments
 - Ask questions to clarify own understanding

Speaking

- Use **new vocabulary** throughout the day, in different contexts within 1:1 conversations and small group activities, talk about:
 - Familiar and new experiences / activities / feelings
 - Favourite / new books [fiction and non-fiction]
- **Develop communication:**
 - **Use some** different tenses [correct use some irregular tenses]
 - **Begin to** use regular and some irregular plurals correctly
 - **Begin to** use well-formed sentences with a range of sentence starters
 - Join sentences with **and / because**
 - **Begin to** describe events in some detail
 - Use some social phrases – **greetings / some polite requests**
 - Start a conversation with an adult / friend
 - Engage in back-and-forth exchanges
- Learn new **rhymes / songs / poems**
 - Join in with actions / props
 - Fill in some missing words
 - Use rhymes and songs in child-initiated learning
- **Begin to use talk to**
 - Organise thinking and activities
 - Work out problems

Speaking

- Use **new vocabulary** throughout the day, in different contexts and within some whole class activities:
 - Talk about new experiences / activities / books
 - **Begin to** participate in discussions, offer own ideas and express feelings
- **Develop communication:**
 - Use well-formed sentences with increased accuracy of tenses and plurals
 - Use a variety of sentence stems
 - Join sentences with – **but**
 - Describe events in some detail. **Begin to** use some vocabulary of time – **first, then, next**
 - Use some social phrases – **polite requests**
 - Engage in longer back-and-forth conversations
- Learn increasing repertoire of **rhymes / songs / poems**
 - Join in with actions / props
 - Perform in a small group / independently
- **Use talk to**
 - Organise thinking and activities
 - Work out problems
 - Explain how things work / why things might happen

Speaking

- Use **new vocabulary** throughout the day, in different contexts and within some whole class activities:
 - Talk about new experiences / activities / books
 - Participate in discussions, offer own ideas and express feelings
- **Develop communication:**
 - Use well-formed sentences with increased accuracy of tenses, plurals and variety of sentence stems
 - Join sentences with **or / so**
 - Describe events in detail using some vocabulary of time – **first, then, next, afterwards**
 - Use some social phrases – **empathy and kindness**
 - Engage in longer back-and-forth conversations
- **Learn increasing repertoire of rhymes / songs / poems**
 - Join in with actions / props
 - Perform in a small group / independently
- **Use talk to**
 - Organise thinking and activities
 - Work out problems
 - Explain how things work / why things might happen

KEY VOCABULARY ... also see additional within each area of learning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
New school day		Experiences / trips		Experiences / trips	
Daily routine: □ routine □ day – morning / afternoon □ after school □ activity names e.g. phonics, fruit time, lunch time, home time □ Positive Pings □ 3 rules- Ready, Respectful, Safe □ worship □ Recognition board □ line order Dental nurse visit: □ hygiene □ teeth & mouth □ dentist □ dental nurse □ gums □ toothbrush □ toothpaste Relationships: □ staff e.g. headteacher, cook □ teacher □ friends □ friendship Learning environment: □ indoors □ outdoors □ workshop areas indoors e.g. Construction Area, Creative Area □ outdoor learning zones e.g. Mud Kitchen, Performance Area □ school spaces – office, hall, playground		Trip: □ coach □ explore □ zookeeper □ safari □ habitia □ claws □ horns □ fur □ stripes □ animals Vet nurse visit: □ pets □ ver nurse □ healthy □ poorly □ bandage □ stethoscope □ medicine □ treatment □ recovery □ operation □ pet □ care		End of year: □ achieve □ proud □ graduate □ celebrate □ memory Sports day: □ competition □ position □ preserve □ teamwork □ effort □ proud Transition, Year 1: □ September □ change □ ready □ nervous □□ independent □ brave □ achievement □ future	
Linked to key themes		Linked to key themes		Linked to key themes	
Seasonal / celebrations: □ season / seasons □ autumn □ harvest □ Divali □ Christingle All about me: □ emotions □ feelings □ friend/s □ together □ pet □ family □ amazing □ different □ same □ body parts □ unique □ celebrations □ community □ occupation Autumn / woodland: □ season □ autumn □ leaves □ trees □ hibernate □ woodland □ pumpkin □ harvest □ acorn □ hedgehog		Seasonal / celebrations: □ winter □ spring □ pancake day – fry / flip Animals cold: □ habitat □ environment □ arctic □ mammal □ penguin □ polar □ arctic fox □ polar bear □ orca □ snowy owl □ seal □ arctic hare Animals hot: □ Africa □ rainforest □ safari □ wild animals - elephant, zebra, giraffe, cheater, rhino, antelope, chimpanzee		Seasonal / celebrations: □ spring □ summer Lifecycle: □ seed □ plant □ tag □ soil □ sun □ rain □ air □ root □ stem □ leaves □ shoot □ bud □ egg □ chrysalis □ cocoon □ metamorphosis □ change Journeys: □ map □ different types of transport □ pedestrian crossing □ Countryside: □ hill □ pond □ river □ lake □ City / Town: □ town □ city □ factories □ Under the sea: □ ocean □ sea □ fish, whale, shark, dolphin □ coral reef □ coastal Taking care of the environment: □ recycle □ waste □ reuse □ pollution □ plastic	

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		
Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition & Flexibility]</i> ▪ Begin to identify and moderate own feelings socially and emotionally - Think about the feelings and perspectives of others ▪ Express and talk about emotions - Develop vocabulary using images / expression / words ... <i>upset</i> - Use full sentences ... <i>I feel upset because</i> ▪ Begin to regulate own behaviour appropriately ▪ Manage transitions throughout the day, familiar and new ▪ Follow classroom routines and expectations with visual prompts - Begin to understand why rules are important ▪ Wait for a turn in small and larger group activities ▪ Concentrate on achieving something that is important to them	Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition & Flexibility]</i> ▪ Identify and moderate own feelings socially and emotionally - Think about the feelings and perspectives of others ▪ Express and talk about emotions, self and others - Extend vocabulary using images / expression / words ... <i>frustrated</i> - Use full sentences ... <i>I feel frustrated because</i> ▪ Begin to regulate own behaviour accordingly in a range of contexts ▪ Know the daily routine and learning expectations - Pre-empt what is coming next ▪ Wait for a turn in a range of contexts and control immediate impulses ▪ Concentrate on achieving a given task	Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition, Flexibility]</i> ▪ Show an understanding of own feelings and those of others - Extend vocabulary using images / expression / words - <i>annoyed, proud</i> - Talk about feelings & perspectives of others using full sentences – <i>xx feels annoyed because ...</i> - Regulate behaviour accordingly in a range of contexts ▪ Know the daily routine and learning expectations - Give focused attention and respond appropriately - Pre-empt what is coming next & begin to organise self accordingly ▪ Participate in transition events into KS1
Managing Self <i>[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]</i> ▪ Be independent within self-care routines - Toileting / handwashing / snack time / lunch time - Dress independently for outdoor learning / P.E lessons ▪ Begin to understand and make healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Importance of being active and spending time outdoors ▪ Make independent learning choices indoors and outdoors - Use a familiar resource independently and put it away - Develop confidence to explore new resources and try new activities - Prepare self for a familiar activity - Follow an instruction / adult direction - Engage in sustained learning including weekly challenges ▪ Begin to develop resilience and perseverance in the face of challenge ▪ Begin to review, adapt and correct own mistakes ▪ Follow classroom rules and expectations with visual prompts	Managing Self <i>[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]</i> ▪ Manage own personal hygiene and self-care routines ▪ Understand and begin to talk about healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Having a good sleep routine, including tooth brushing - Not having too much screen time - Importance of being active and spending time outdoors ▪ Make independent learning choices indoors and outdoors - Use a range of familiar and new resources and activities - Access additional resources to extend learning - Engage in purposeful learning, including weekly challenges ▪ Continue to develop resilience and perseverance in the face of challenge ▪ Begin to review, adapt and correct mistakes independently ▪ Follow classroom rules and expectations with reminders	Managing Self <i>[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]</i> ▪ Understand and talk about healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Having a good sleep routine, including tooth brushing - Not having too much screen time - Importance of being active and spending time outdoors ▪ Know and talk about being a safe pedestrian ▪ Make independent learning choices indoors and outdoors - Engage in purposeful learning, including weekly challenges / adult-initiated activity [introduction of Y1 teaching model] ▪ Show resilience and perseverance in the face of challenge ▪ Review, adapt and correct mistakes independently ▪ Follow and explain classroom rules and expectations ▪ Know what is right and wrong and behave accordingly
Building Relationships <i>[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]</i> ▪ See self as a valuable individual within the class - Someone who has needs / interests / strengths ▪ Develop positive relationships with practitioners and peers - Ask practitioner or friend for <i>help</i> when needed - Share achievements with familiar adult / peer - Begin to develop special friendships - Show sensitivity to the needs and feelings of others - Seek help from an adult for a peer who is upset - Know some actions can hurt the feelings of others - Begin to know that everyone has similarities and differences ▪ Play with others, partner or small group, indoors / outdoors - Listen and respond to the ideas / wishes and interests of others - Extend and elaborate play ideas	Building Relationships <i>[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]</i> ▪ See self as a valuable individual within the class - Describe self, using positive language ... <i>special, proud...</i> - Understand why it is good to belong - Know that everyone has similarities and differences - Why it is good to be different ▪ Continue to develop positive relationships with practitioners and peers - Talk about what makes a good friend ... <i>kind, caring, respectful</i> ▪ Play with others, partner or small group, indoors / outdoors ▪ Engage in collaborative learning - Set shared goals and begin to adapt as needed ▪ Begin to find solutions to rivalries and conflicts with independence - Share resources and take turns with others - Talk with others to settle a peer conflict / difference of opinion - Develop appropriate ways to being assertive	Building Relationships <i>[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]</i> ▪ See self and others as valuable individuals within the class - Describe self / others using positive language ... - Celebrate similarities and differences - Talk about a friend and what makes them special ▪ Continue to develop positive relationships with practitioners and peers ▪ Play with others, partner or small group, indoors / outdoors ▪ Engage in collaborative learning - Set shared goals and adapt as needed ▪ Find solutions to rivalries and conflicts with independence - Share resources and take turns with others - Talk with others to settle a peer conflict / difference of opinion - Develop appropriate ways to being assertive

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills * <i>Handwriting – Martyn Harvey & Debbie Watson</i> [Get Set 4 PE]		
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: <i>Linked to Development Matters</i>		
<u>Introduction to PE Unit 1 (Autumn 1)</u> <i>Theme: Fantasy and adventure</i> <u>Physical Skills</u> <i>Begin to</i> run, jump, hop, skip, balance, crawl, catch, throw - To move safely and sensibly in a space with consideration of others. - To develop moving safely and stopping with control. - To use equipment safely and responsibly. - To use different travelling actions whilst following a path. - To work with others co-operatively and play as a group. - To follow, copy and lead a partner. <u>Fundamentals Unit 1 (Autumn 2)</u> <i>Theme: All about me</i> <u>Physical Skills</u> <i>Continue to</i> run, balance change direction, jump hop, travel - To develop balancing whilst stationary and on the move. - To develop running and stopping. - To develop changing direction. - To develop jumping and landing. - To develop hopping and landing with control. - To explore different ways to travel.	<u>Ball Skills Unit 1 (Spring 1)</u> <i>Theme: Minibeasts</i> <u>Physical Skills</u> <i>Begin to</i> catch, dribble with feet, kick, roll stop a rolling ball, throw, bounce - To develop rolling a ball to a target. - To develop stopping a rolling ball. - To develop accuracy when throwing to a target. - To develop bouncing and catching a ball. - To develop dribbling a ball with your feet. - To develop kicking a ball. <u>Gymnastics Unit 1 (Spring 2)</u> <i>Theme: Animals and their habitats</i> <u>Physical Skills</u> <i>Continue to</i> create shapes, balances, jumps, rocking rolling travel - To copy and create shapes with your body. - To be able to create shapes whilst on apparatus. - To develop balancing and taking weight on different body parts. - To develop jumping and landing safely. - To develop rocking and rolling. - To copy and create short sequences by linking actions together.	<u>Dance Unit 1 (Summer 1)</u> <i>Theme: Everyday life</i> <u>Physical Skills</u> <i>Begin to</i> develop actions, dynamics, space - To explore different body parts and how they move. - To explore different body parts and how they move and remember and repeat actions. - To express and communicate ideas through movement exploring directions and levels. - To create movements and adapt and perform simple dance patterns. - To copy and repeat actions showing confidence and imagination. - To move with control and co-ordination, linking, copying and repeating actions. <u>Games Unit 1 (Summer 2)</u> <i>Theme: Around the World</i> <u>Physical Skills</u> <i>Continue to</i> run, throw, change direction, catch, strike - To work safely and develop running and stopping. - To work safely and develop running and stopping. - To play games showing an understanding of the different roles within it. - To follow instructions and move safely when playing tagging games. - To work co-operatively and learn to take turns. - To work with others to play team games.
<i>Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD)</i> Using tools / materials - Use a wide range of tools safely and with control, such as pencils, paintbrushes and scissors [snip paper and <i>begin to</i> cut in a line] - Use a knife and fork with guidance Fine motor strength and manipulation <i>Continue to</i> engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in- hand manipulation e.g. <i>dough disco / finger gym</i> Draw / write [linked to Beery Shapes & Teodorescu] <i>Develop</i> a comfortable pencil grip – tripod grip - Form a circle / cross / square / rectangular shape <i>Begin to</i> draw simple images / representations	<i>Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD)</i> Using tools / materials - Use a wide range of tools with greater control, including scissors - Use a knife and fork independently Fine motor strength and manipulation <i>Continue to</i> engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in- hand manipulation Draw / write - Draw simple images / representations <i>Begin to</i> develop the foundations of handwriting styles which is fast, accurate and efficient, consolidating □ Effective pencil grip – tripod grip □ Correct letter formation (see Writing) <i>Begin to</i> draw simple images / representations with increasing care	<i>Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD)</i> Using tools / materials - Confidently use a wide range of tools with greater control Fine motor strength and manipulation <i>Continue to</i> engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation Draw / write - Draw simple images / representations <i>Continue to</i> develop the foundations of handwriting styles which is fast, accurate and efficient, consolidating □ Effective pencil grip □ Correct letter formation (see Writing) <i>Begin to</i> show accuracy and care when drawing.

LITERACY: □ Reading - Comprehension □ Reading - Word Reading [Monster Phonics] □ 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 * Also see links to Communication & Language / Physical Development		
Reading: Comprehension / Word Reading - Develop a love of books, fiction and non-fiction - Name favourite book and begin to give reasons why - Participate in daily book vote - Spend time looking at books independently across provision Know how print and books work - Consolidate five concepts about print [print carries meaning / print directionality / word and letter / 1:1 correspondence] - Name parts of a book ... <i>cover, pages, spine, author, illustrator</i> - Develop comprehension skills: - Recall key events in rhymes, poems and stories - Name and begin to talk about characters and setting - Understand and use new vocabulary - Make predictions linked to vocabulary / events - Sequence story events using 3 illustrations... <i>beg / middle / end</i> - Join in with text retelling using some story language - Answer questions with relevant comments Begin to ask questions to further develop understanding - Develop phonological skills: Continue to develop foundational phonological awareness, focus on: □ rhythm & rhyme □ alliteration □ oral blending and segmenting ... <i>blending, segmenting, alliteration</i> Begin to teach single letters sounds plus the consonant digraphs (sh, ch, th, th, ng) and vowel digraphs (long oo, ar). - Develop reading skills linked to phonics programme - Blend sounds to read VC words - Blend sounds to read simple CVC words Read first 60 Reception High Frequency Words including Common Exception Words. Begin to read some simple sentences with understanding	Reading: Comprehension / Word Reading Continue to develop a love of books, fiction and non-fiction - Name favourite book and give reasons why Begin to find out about non-fiction books and how they work - Name different parts of a book ... <i>contents page, page numbers</i> Begin to know how to use a contents page to find important <i>information / facts</i> - Sort books into fiction and non-fiction ... <i>fiction / non-fiction</i> Begin to talk about the differences between fiction and non-fiction books ... <i>illustrations, photographs, story, facts</i> - Develop comprehension skills: - Talk about key events in rhymes, poems and stories with increasing detail - Describe a character / setting - Understand and use new vocabulary - Make predictions and begin to give reasons - Sequence story events with more than 3 illustrations ... <i>beginning / middle / end</i>. Begin to give reasons for choices. - Join in with text retelling using story language - Answer a range of questions with relevant comments - Ask questions to further develop understanding - Develop phonological skills: Continue to develop foundational phonological skills Begin to teach the vowel digraphs (short oo, ow, ee, ur, ai, or, oa, e, r oi) plus trigraphs (igh, air, ear, ure). - Develop reading skills linked to phonics programme - Consolidate application of phonics to read VC and CVC words - Blend sounds to read words with taught digraphs and trigraphs - Read 23 Reception High Frequency Words including Common Exception Words. - Well-known repetitive traditional stories and songs provide a focus for activities to further develop reading and writing in sentences. - Read some simple sentences with understanding - Re-read books to build up confidence, fluency and enjoyment	Reading: Comprehension / Word Reading Continue to develop a love of books, fiction and non-fiction Begin to talk about favourite author Know about non-fiction books and how they work - Know how to use a contents page to find important facts - Talk about the differences between fiction and non-fiction books ... <i>illustrations, photographs, story, facts</i> - Develop comprehension skills: - Talk about key events in rhymes, poems and stories with detail - Describe a character / setting - Understand and use new vocabulary - Make predictions and give reasons - Sequence story events with more than 4 illustrations ... <i>beginning / middle / end</i>. Give reasons for choices. - Join in with text retelling using story language - Answer a range of questions with relevant comments - Ask different questions to further develop understanding - Develop phonological skills: Continue to develop foundational phonological skills Begin to develop the complexity of word structure, including adjacent consonants and polysyllabic words (CCVC, CVCC, CCVCC, CVC+) - Develop reading skills linked to phonics programme - No new graphemes are taught with a focus on revision of previously taught graphemes alongside developing the complexity of word structure, including adjacent consonants and polysyllabic words (CCVC, CVCC, CCVCC, CVC+) Read 23 Reception High Frequency Words including Common Exception Words. - Read some simple sentences with confidence - Re-read books to build up confidence, fluency, understanding and enjoyment - Writing captions and sentences Begin to read with some expression / intonation
Writing: Composition and Transcription Write name Begin to correctly trace letters in own name. Handwriting: Begin to form some lower-case letters correctly	Writing: Composition and Transcription Write name Continue to correctly trace letters in own name Begin to correctly form letters (without tracing) to write their own first name	Writing: Composition and Transcription Write name Continue to correctly form letters in first and last name with correct ascenders and descenders. Handwriting:

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: Links to Development Matters NCETM <i>Mastering Number & White Rose Math (for spatial reasoning skills including shape, space & measure)</i>		
Autumn (NCETM- Mastering Number) Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. - Identify when a set can be subitised and when counting is needed - Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame - Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills - Spot smaller numbers 'hiding' inside larger numbers - Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number - Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - Compare sets of objects by matching - Begin to develop the language of 'whole' when talking about objects which have parts Match, Sort & Compare Autumn 1 (White Rose Maths) ▪ Match objects □ physical to physical □ talk about what is the same and different ▪ Match pictures and objects ▪ Identify a set ▪ Sort objects by □ colour □ size □ shape ▪ Explore sorting techniques ▪ Create sorting rules ▪ Compare amounts ...more, fewer, less, same Circle & Triangles Autumn 2 (White Rose Math) ▪ Identify and name circles and triangles ▪ Compare circles and triangles...straight sides, round, three corners ▪ Begin to identify circles and triangles in the environment ▪ Describe position...in, on, over, beside, between, in front of, around, through, behind Shapes with 4 sides Autumn 2 (White Rose Maths) ▪ Identify and name shapes with 4 sides...squares, rectangles, side, shape, corner	Spring (NCETM- Mastering Number) Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. - Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - Begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - Focus on equal and unequal groups when comparing numbers - Understand that two equal groups can be called a 'double' and connect this to finger patterns - Sort odd and even numbers according to their 'shape' - Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern - Order numbers and play track games - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers Mass & Capacity Spring 1 (White Rose Maths) ▪ Compare mass with more precise comparisons using different non-standard units ... balance scales, heavier, lighter, float, sink ▪ Find a balance ▪ Explore capacity . full, empty, shallow, wide, narrow ▪ Compare capacity Length, Height & Time Spring 1 (White Rose Maths) • Explore length ... long/er/est, short/er/est, not long, not short • Compare length • Explore height ... tall/er/est, short/er/est • Compare height • Talk about time • Order & sequence time... yesterday, last week, tomorrow, next week, weekend Exploring 3D shapes Spring 2 (White Rose Maths) • Recognise, name 3D shapes... cylinder, cuboid, cube, sphere, cone, square based pyramid, flat, curved, face • Begin to Find 2D shapes within 3D shapes e.g. square on base of pyramid on cube e.g. roll, stack • Use 3D shapes for tasks	Summer (NCETM- Mastering Number) Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. - Continue to develop their counting skills, counting larger sets as well as counting actions and sounds - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - Compare quantities and numbers, including sets of objects which have different attributes - Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 - Begin to generalise about 'one more than' and 'one less than' numbers within 10 - Continue to identify when sets can be subitised and when counting is necessary - Continue to develop conceptual subitising skills including when using a rekenrek Sharing & Grouping Summer 1 (White Rose Maths) - Explore sharing...shared equally, equal - Sharing - Explore grouping...groups equal, - Grouping - Even & odd sharing...odd, even, equal, unequal - Play with and build doubles Manipulate, compose and decompose- Shape Summer 2 (White Rose Maths) - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2D shape pictures - Find 2D shapes within 3D shapes

UNDERSTANDING THE WORLD □ Past and Present [Foundational History / Technology]

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

Spring

Summer

Learning Priorities: Linked to Development Matters

Past and Present / foundational history

Chronology

The Big Picture of Events Across Time / Sequence / Duration / Sense of Period

- **Begin to** follow a simple **timeline of events**
 - Visual daily routine ... *routine, after, next, morning, afternoon*
 - Know the days of the week ... *school days, weekend*
 - Know different things happen on some days of the week e.g. *P.E*
 - **Begin to** be aware of the months of the year e.g. *birthday month*
 - Events / celebrations across the term ... *Harvest, Diwali, Bonfire Night, Hanukkah, Christmas*
 - **Begin to** understand that some events are annual e.g. *birthday*
 - Know there are four season and Autumn comes after Summer
 - Understand there is a sequence of events to complete an activity
 - Sequence a familiar story ... *beginning, middle, end*
- Understand own **sense of period**
 - Talk about *important* events in Reception during Autumn Term using timeline of photographs
 - **Begin to** understand and talk about duration – *long / short / number of sleeps to birthday*

Own life story and family history

- Talk about the lives of the people in own family
 - Know family name [surname]
 - Relationships, who is who [immediate family including grandparents]
 - Sequence three photographs [baby to starting school] – *younger / older*
 - Compare baby / school toys. What is the same / different?
 - Know that parents and grandparents were once babies / children
 - Share special events / holidays / celebrations, past and present

Familiar situations / things from the past

- Compare old and new teddy bear? What is the same / different?

Figures / Characters, Settings and Events from the Past

- Listen to traditional rhymes and stories
 - Name some traditional characters and roles e.g. *shoemaker*
 - Talk about characters and setting and **begin to** make comparisons with today e.g. Wee Willy Winkie - *wearing a nightgown / using a candle*

Past and Present / foundational history

Chronology

The Big Picture of Events Across Time / Sequence / Duration / Sense of Period

- Follow and **begin to** understand a simple **timeline of events**
 - Daily routine ... *first, next, later, after*
 - **Begin to** understand the difference between a day & a week, a week has 7 days... *day, week, today, yesterday, tomorrow*
 - **Begin to** name some months of the year
 - Know some celebrations take place at different times of the year ... *birthdays, weddings, christenings*
 - Know some celebrations are annual ... *Shrove Tuesday, Eid, Easter*
 - Know there are four seasons and Winter comes after Autumn
 - Sequence a familiar story ... *first, next, then*
- Understand **period of time**
 - Talk about important events in Reception using timeline / floor books – Autumn & Spring
 - A week, countdown to trip to Knowsley Safari Park
 - **Continue to** understand and talk about duration – *longer / shorter / quicker / slower*

Own life story and family history

- **Continue to** talk about the lives of the people in own family
 - Relationships, who is who [including aunts, uncles, cousins]
 - Special events / holidays / celebrations, past and present
 - Roles in society [jobs / responsibilities – *linked to role play in HC*]

Familiar situations / things from the past

- Compare old and new fishing boats? What is the same / different? – *old / new* Storm Whale in Winter

Figures / Characters, Settings and Events from the Past

- Listen to traditional rhymes and stories
- Name some traditional characters and roles e.g. *Noah's Ark*
- Talk about characters and setting and make comparisons with today
- **Begin to** develop a sense of a *long time ago* e.g. *extinct animals - dinosaurs*

Past and Present / foundational history

Chronology

The Big Picture of Events Across Time / Sequence / Duration / Sense of Period

- Follow, understand and talk about a simple **timeline of events**
 - Daily routine
 - Events that happen on different days of the week
 - Know the difference between a day & a week... *this week, next week*
 - Know some special months of the year e.g. *September new school year – starting Y1*
 - Seasons ... □ Know Spring comes after Winter □ **Begin to** know the order of the seasons
 - Sequence events in a familiar story ... *first, then, next, afterwards*
- Understand **period of time**
 - Understand events that are longer than a week - lifecycle of a □ plant □ caterpillar
 - Recall and talk about *important / significant* events across the year – using timeline photographs

Own life story and family history

- **Continue to** talk about the lives of the people in own family
 - Special events / holidays / celebrations
 - How parents / grandparents travelled when they were younger

Familiar situations / things from the past

- Compare and talk about old and new
 - Types of transport, buses / cars / trains
 - Buildings in Hindley – Market Street
 - Some significant buildings in London – Buckingham Palace

Figures / Characters, Settings and Events from the Past

- Listen to traditional rhymes, poems and stories
 - Name some traditional characters and roles
 - Talk about characters and setting and make comparisons with today e.g. *Queen of Hearts / Buckingham Palace* By A.A. Milne *queen, king, prince, princess, palace*
- **Begin to** talk about some people from the past e.g. *Queen Elizabeth* [*linked stories / videos*]
- **Continue to** develop a sense of a *long time ago, past, history*

UNDERSTANDING THE WORLD □ People, Culture and Communities / Human Geography]

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

Spring

Summer

Learning Priorities:

My Family & Community

Awareness of self and others

- Continue to develop a positive attitude of self and others:
 - Talk about things that make them unique - physical attributes, likes / dislikes, interests and things they can do
 - Listen to others as they talk about themselves
 - Compare self with others and begin to understand the importance of similarities and differences

My Family and Other Families

- Begin to develop an understanding of different types of families:
 - Talk about own family, who is who / what makes them special
 - Listen to others as they talk about their family.
 - Talk about different families, make comparisons, and begin to understand the importance of similarities and differences.

Friendship

- To develop an appreciation of friendships
 - Continue to develop existing friendships, children from nursery / home
 - Make new friendships
 - Begin to understand what makes a good friend, being kind / helpful

Different cultures, communities and special times

- To develop an awareness of different traditions / religions
 - Share an experience of a family celebration
 - Listen to others as they share their family celebration
 - Begin to understand that different people / families have some celebrations that are the same / different
 - Begin to develop an understanding of different religious celebrations and traditions: □ Hinduism – Divali □ Christianity – Christmas story

Different Occupations

- Continue to show interest in different occupations and talk about roles and responsibilities, *School Site Manager, Lollipop person, School Cook, Doctors, Nurses, Park Keeper*
- Talk about familiar jobs - parents / family members / neighbours
- Begin to understand the importance of different jobs and their role in society e.g. *Dr, nurse & dentist keeping humans well*

Local Environment & Beyond

- Become familiar with new learning space: □ Name and know the purposes of different spaces in Reception – indoors / outdoors □ Communal school places – *office / hall / dining room*
- My new school – □ Find school on an ariel simple map [photograph] □ Talk about school building and the area – local shops / medical centre / swimming baths... □ Compare school to the one in the story, The Friendship Bench
- Where I live: □ Begin to know own address ...*town, street*

Other Countries

- Know that there are different countries in the world – sharing holidays
- Begin to talk about family / other people who have links to other countries. Find the countries on the globe / map... *world, country*

My Family & Community

Awareness of self and others

- Continue to develop a positive attitude of self and others:
 - Talk with greater confidence about what makes them unique □ interests □ begin to identify learning strengths e.g. *celebrate learning achievements from the start of Reception*
 - Listen to others as they talk about themselves and begin to ask questions to gather additional information
 - Compare self with others and understand the importance of similarities and differences

My Family and Other Families

- Continue to develop an understanding of different types of families
 - Talk about and listen to shared family events
 - Begin to participate in discussions on similarities and differences of families. Begin to ask questions to develop understanding.

Friendship

- To know the importance of friendships
 - Continue to develop existing friendships groups
 - Understand what makes a good friend, being kind / helpful

Different cultures, communities and special times

- To begin to understand and talk about different traditions and religions
- Share and listen to recent family celebrations. Begin to ask questions to gather more information & develop understanding.
- Continue to understand that different people / families have some celebrations and traditions that are the same / different
- Begin to develop an understanding of different religious celebrations and traditions: □ Lunar New Year – Party with dragon dance □ Christianity – (i) Easter
- Begin to understand that some religions have special stories □ Christianity - Bible stories – (i) Noah and the Ark (ii) Easter □ Lunar New Year: Chinese Zodiac Story □ Islam – Quran

Different Occupations

- Continue to show interest in different occupations and talk about roles and responsibilities: *Fisherman, Safari Keeper, Vet*
- Continue to develop an understanding of the importance of different jobs and their role in society e.g. *fisherman / farmer providing food to eat / lighthouse keeper keeping sailors safe*

Local Environment & Beyond

- Begin to talk about living by the sea * *Link to Whitstable, the inspiration for Benji Davies, the author of The Storm Whale books*
- Plan trip to Safari Park. Use map to decide which animals to visit.
- Talk about bus journey to Safari Park. Name and begin to talk about key features –*city / town / countryside*

Other Countries

- Continue to talk about family / other people who have links to other countries. Find the countries on the globe / map.
- Taste and talk about food that comes from different countries – Lunar New Year / pancake toppings. Find the countries on the globe / map.
- Talk about hot and cold countries □ Antarctica – cold country □ Africa – hot countries. Find the countries on the globe / map. Begin to talk about

My Family & Community

Awareness of self and others

- Continue to develop a positive attitude of self and others:
 - Talk confidently about what makes them unique – interests and learning strengths and next steps
 - Listen to others as they talk about themselves and ask questions to develop further understanding
 - Compare self with others and understand the importance of similarities and differences

My Family and Other Families

- Continue to develop an understanding of different types of families
 - Continue to talk about and listen to shared family events
 - Participate in discussions on similarities and differences of families. Ask questions to develop understanding.

Friendship

- To know the importance of friendships
 - Continue to develop existing friendships groups
 - Understand and talk about what makes a good friend, sharing, turn taking, being kind / helpful / respecting own likes and interests

Different cultures, communities and special times

- Continue to understand and talk about some different traditions and religions
- Understand that different people / families have some celebrations and traditions that are the same / different

Different Occupations

- Continue to show interest in different occupations and talk about roles and responsibilities – *traffic warden, marine biologist etc*
- Continue to develop an understanding of the importance of different jobs and their role in society e.g. *police officers and traffic wardens making sure people follow the rules*

Local Environment & Beyond

- Know and talk about key features of the □ School Garden [linked to theme of lifecycles] □ local park □ local bus stop [linked to theme of transport / journeys] □ local town ... *swimming baths / library/ vets*
- Begin to describe journey to school / woods ... □ roads / signs □ type of transport □ key features – buildings / structures ... *pavement, zebra crossing, traffic lights*
- Complete a simple traffic survey... □ name vehicles seen / not seen
- Know and talk about some the key features of a farm, *pigsty, lambing pen*
- Gather information from a simple map: □ find places of interest – trip to the fire station [school, local shops, swimming pool...] □ draw and label own map [Hundred Decker Bus text]

Other Countries

- Continue to talk about: □ family / other people who have links to other countries. Find the countries on the globe / map.
- Find out where some countries of interest are on the globe / map e.g. America [linked to discussion on school buses / Space Centre]
- Continue to taste and talk about food that comes from different countries
- Find out and compare different buses around the world with the UK – □ school buses in America □ public buses in South America
- Discuss how to travel to different countries – air / sea

Autumn	Spring	Summer
<u>Why Are We All Different And Special?</u> By the end of this unit pupils will know that: - Christians believe that they are fearfully and wonderfully made by God. - Christians believe that each one of us is unique, special and loved. - Christians refer to God as the Father, the Son and the Holy Spirit. - Christians believe that Jesus is God's son. - Muslims have 99 different names for God. By the end of this unit pupils are expected to be able to: - Talk about themselves, their likes, dislikes, and what makes them special. - Talk about feelings they have experienced. - Talk about the names Christians give to God. - Talk about Muslim prayer beads and how they are used. <u>Why Do People Of Faith Say Thank You To God At Harvest Time?</u> By the end of this unit pupils will know that: - Christians believe God created the world. - Christians believe that we should say thank you to God at Harvest time. - Christians celebrate the Harvest Festival with a special service in church. By the end of this unit pupils are expected to be able to: - Talk about the food they enjoy. - Talk about harvest around the world. - Talk about why we celebrate harvest. - Talk about why it is important to help others, particularly at harvest time. <u>How Do Christians Celebrate Jesus' Birthday?</u> By the end of this unit pupils will know that: - For Christians Christmas is the celebration of Jesus' birthday. - Jesus was a very special baby. Christians believe he was the Son of God. - The church celebrates Christmas in special ways. By the end of this unit pupils are expected to be able to: - Recall/retell the nativity story. - Identify the characters in the nativity story. - Use religious words to talk about Christmas. - Talk about why Christmas is important. - Talk about how the church celebrates Christmas. - Talk about their own experiences of Christmas. - Talk about feelings related to celebrating Christmas and birthdays.	<u>Which Stories Did Jesus Hear When He Was A Child?</u> By the end of this unit pupils will know that: - Jesus listened to and learned Old Testament stories. - Old Testament stories teach us about God. By the end of this unit pupils are expected to be able to: - Recall/retell some of the Old Testament stories Jesus heard. - Talk about their favourite stories. - Talk about their feelings and experiences. <u>Why Did Jesus Tell Stories?</u> By the end of this unit pupils will know that: - Jesus told stories and that they are found in the Bible. - Jesus told the stories to teach people about God. By the end of this unit pupils are expected to be able to: - Identify a Bible. - Recall/retell some of Jesus stories. - Talk about their own experiences and feelings. - Ask and respond to questions about their experiences and feelings. - Give a simple explanation of the things we can learn from Jesus' stories. <u>Why Do Christians Believe That Easter Is All About Love?</u> By the end of this unit pupils will know that: - Jesus rode into Jerusalem on a donkey on Palm Sunday. - Jesus died on the cross on Good Friday. - Christians believe that Jesus rose on Easter Day and is alive today. - Easter is the most important time of the year for the Church. By the end of this unit pupils are expected to be able to: - Tell you that Christians believe Jesus died on the cross because God loves everyone. - Briefly retell the story of Easter. - Identify symbols associated with Easter. - Talk about their own experiences of love and other emotions expressed in the Easter Story. - Ask questions about the Easter story.	<u>Why Do Christians Believe That Jesus Is Special?</u> By the end of this unit pupils will know that: - Jesus was special and performed miracles. - People choose to do a variety of jobs that particularly show Christian values in action. Eg health care workers, emergency service workers, parents etc. - There are special/important/holy people /leaders/teachers in all world faiths. - The Vicar/Priest is the leader of the local church. - The Imam is the leader of the local mosque. By the end of this unit pupils are expected to be able to: - Recall/retell stories about Jesus. - Talk about why Christians believe Jesus is the Son of God. - Talk about people who are special and give reasons why they are special. - Connect people's actions and Christian values. - Talk about why the Vicar is special/important to members of the Church. - Talk about why the Imam is special/important to Muslims. - Talk about why Guru Nanak is special/holy to Sikhs. - Talk about why Buddha is special/important to Buddhists. - Recall the names and stories of important/holy people from different world faiths. <u>How Do You Celebrate Special Times?</u> By the end of this unit pupils will know that: - Christians celebrate the arrival of the Holy Spirit at Pentecost. - People of faith have special times of celebration. - Special times create memories. - Celebrating special festivals and occasions is important. By the end of this unit pupils are expected to be able to: - Talk about special times. - Talk about the festivals they have explored. - Recall/retell the story of Pentecost. - Talk about feelings associated with special times, festivals and celebrations. - Ask questions about special/holy times.

UNDERSTANDING THE WORLD □ Natural World [Foundational Science / Physical Geography]		
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	Spring	Summer
Learning Priorities: Linked to Development Matters		
Living Things – Animals (including humans) and plants My Body: - Identify, name and talk about different body parts <i>elbows, knee, eyebrows</i> - Explore how different body parts work <i>bend, stretch, point</i> Begin to explore five senses and understand their purpose ... <i>senses</i> Begin to understand that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / developing skills Animals: - Find out about domestic & some local animals - □ pet □ woodland - Name and talk about own pet / woodland animal - Name each animal [baby / adult], including some nocturnal - Know that birds have different names – <i>magpie / sparrow</i> - Understand that each animal grows like a human, baby to adult - Label important features of each animal and know why they are important e.g. <i>beak for digging up worms / wings for flying</i> - Talk about the sounds each animal makes and how they move - Name and talk about different habitats Begin to talk about similarities / differences between animals - Know that it is important to take care of animals – feed and take pet to the vets / feed the garden birds / not touch woodland animals Plants: Begin to know that there are different types of trees, plants and flowers - Know that indoor plants need to be taken care of – water / sun - Observe and talk about autumn changes Natural Environments Develop an awareness of different settings through focus texts: □ beach, The Friendship Bench □ countryside /farm, The Little Red Hen □ woodland, The Leaf Thief. Begin to make some comparisons. - Take care of the environment, know the importance of □ putting litter in the bin □ begin to participate in recycling Seasons / Natural Phenomena - Observe, name and talk about different types of weather - Name the four seasons and know autumn comes after summer Begin to associate different weather with the seasons - Autumn, colder weather, rain, strong wind, fog - Observe and begin to understand the impact the weather has on - Trees, plants and flowers - Animals e.g. <i>finding warm places before Winter arrives</i> - Humans e.g. <i>wearing warm and waterproof clothes</i> Materials & Processes Begin to explore different materials using senses, including seasonal - Label and group objects ... <i>wood, wool, plastic, metal</i>	Living Things – Animals (including humans) and plants My Body: Continue to explore and talk about how different body parts move Continue to understand that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / skills Animals: - Understand what a wild animal is - Find out about different wild animals in the wider world - Name each animal [baby / adult] - Label important features of each animal and know why they are important e.g. <i>trunk of an elephant / long legs on a giraffe</i> - Talk about the sounds each animal makes and how they move - Name and talk about different habitats Begin to talk about similarities / differences between animals - Name and talk about some animals who hibernate and understand why - Talk about how some animals take care of themselves and their young in the wild Begin to understand that animals need to be protected & respected Plants: - Observe and know that trees, plants and flowers will start to grow quickly in the Spring Natural Environments - Talk about different settings through focus texts: □ the coast, The Storm Whale in Winter / Hello Penguin □ the rainforest, Elephant's Umbrella / Chimpanzees - Take care of the environment - Know the importance of turning off □ lights □ running water Continue to participate in recycling and begin to know why it is important Seasons / Natural Phenomena - Observe and talk about different types of weather in more detail - Name the four seasons and know, spring comes after winter Begin to associate different weather with the seasons - Winter, cold weather, frost, ice, sometimes snow - Spring, warmer weather, showers, light winds, storm [thunder / lightening] - Observe and begin to understand the impact the weather has on - Trees, plants and flowers, new buds in the Spring - Animals, in warmer countries / hibernating for the Winter - Humans e.g. <i>keeping warm inside / eating hot food</i> Begin to understand that in the Winter we have shorter days, less day light Materials & Processes Begin to explore and talk about the changing properties of water □ water [warm / cold] □ ice □ snow ... <i>wet, hard, soft, freeze, melt</i> Begin to explore materials and find some that are waterproof - Observe and talk about food changes – <i>drugs wet fruiting flour with milk</i>	Living Things – Animals (including humans) and plants My Body: Continue to explore and talk about how different body parts move - Know that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / skills Animals: Continue to find out about minibeasts - Name different minibeasts - Label important features of each minibeast - Group minibeasts that have wings Begin to develop an understanding of the lifecycle of a caterpillar - Find out about different wild animals in the sea - Name each animal [baby / adult] - Label important features of each animal and how they are used - Talk about the sounds each animal makes and how they move Begin to talk about similarities / differences between animals - Talk about how some animals take care of themselves and their young in the wild Begin to understand that wild animals need to be protected and respected Plants: - Observe and begin to talk about the lifecycle of a seed / plant - Name what a seed needs to grow – <i>soil, water, sunlight</i> - Name key parts of a plant – <i>root, stem, leaves, flower, petals</i> - Know that trees, plants and flowers need to be handled with care Natural Environments - Talk about different settings through focus texts: □ Countryside – Seed to Plant, Woolly Bear Caterpillar □ Town to countryside - The Hundred Decker Bus □ Ocean / sea ... Somebody Swallowed Stanley ... , <i>garden, countryside, hill, mountain, river, sea, beach, sand,</i> - Take care of the environment, know the importance of recycling Seasons / Natural Phenomena - Observe and talk about different types of weather in more detail - Name the four seasons and know summer comes after spring Begin to associate different weather with the seasons - Spring, warmer weather, showers, light winds, storms - Summer, hotter weather, less rain, more sunshine - Observe and begin to understand the impact the weather has on - Trees, plants and flowers, lots of growth - Animals explore and play - Humans e.g. being sun safe - <i>wearing sun hat, glasses, sunscreen, drink more water: wear cooler clothes, eating cold food</i>

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials [Foundational Art / Design Technology]		
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 / outcomes: Linked to Development Matters		
Art & Design Find out about different artists and their work: □ Oral Keely [printer] Drawing and painting - Paint and draw freely - Use a variety of mark-makers with increasing control - Mark mark / draw on a variety of 2D and 3D surfaces Begin to create with purpose and talk about images - Paint / draw observational pictures - Understand that you can draw / paint through careful observation □ self-portrait – looking in a mirror / □ favourite character – illustration □ object – real resource / prop Begin to use correct colours, shapes and patterns Begin to draw / paint emotions – happy / sad - Painting - Explore and talk about what happens when mixing primary colours to create new colours, secondary colours Begin to select a paint brush and use a 'dip, draw, wash and wipe' technique to keep colours clear. Printing - Learn to block print with every day and natural objects - Understand how to print effectively, grip and press. Begin to make considered patterns / pictures Collage - Freely explore and create use a variety of materials, natural / recycled - Explore contrasting textures - Use scissors with increasing control, including zig-zag - Use techniques (e.g. <i>folding, crunching, crimping tearing and cutting</i>) to create different effects Sculpture and Modelling <i>* Explore and begin to create with purpose. Label and begin to talk about designs.</i> - Construction – large and small scale - Explore and use a range of building resources and kits Begin to design and work collaboratively with a partner / in a small group e.g. <i>make a friendship bench / den / setting</i> - Playdough / clay - Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (e.g. <i>sausages, balls, thumb pot</i>). - Use tools appropriately to roll, cut, flatten etc. Begin to make simple 3D model – self / pet / character / diva light - Loose Parts [on different surfaces, including light box] - Independently make constructions, using own ideas	Art & Design Find out about different artists and their work: □ Gordon Buchanan [wildlife photographer] □ Ali Khodia – [book illustrator] - Elephant's Umbrella □ Dominique Salm [painter] □ Tanya Russell [wildlife sculpture] Drawing and painting - Paint and draw freely - Draw / paint with purpose, thinking before starting - Observational drawings / paintings - Use inspiration from wild animal photographers / artists - Learn to use new media: □ charcoal □ water colours - Use correct colours, shapes and patterns [animals / setting] - Continue to explore / represent different emotions - Painting - Make secondary colours and talk about process - Select a paint brush and use a 'dip, draw, wash and wipe' technique to keep colours clear. Printing - Have own ideas for print making (e.g. <i>finding own everyday objects</i>) to experience a variety of shape, texture and pattern. - Take rubbings from objects - tree bark Collage - Learn to use PVA glue - Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage – <i>favourite wild animal</i> - Make repeating and irregular patterns. - Learn to weave – large / small scale Sculpture and Modelling <i>* Talk about designs. Begin to describe techniques, review and adapt work.</i> - Construction – large and small scale Continue to explore and use a range of building resources & kits Begin to extend creativity adding additional resources e.g. <i>natural</i> - Build with purpose, think before starting. - Design / work collaboratively with a partner / in a small group - Playdough / clay - Combine pieces using different techniques, materials and tools to represent a familiar object (e.g. <i>a wild animal</i>) and represent the feel of an object (e.g. <i>spiky, furry, smooth</i>). - Loose Parts - Build and de-construct loose part models - Construct images to represent real life / imaginary objects and experiences. Food Activities	Art & Design Find out about different artists and their work: □ Van Gogh [painter] □ Barbara Hepworth [sculptor] Drawing and painting - Paint and draw freely - Draw / paint with purpose using different techniques - Observational drawings / paintings - Use inspiration from nature - Use correct colours, shapes and patterns [plants / vehicles] - Painting Continue to make secondary colours & talk about process - Change texture of paint using different materials Printing - Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects - Use irregular and repeating patterns Collage - Independently assemble different pieces to create a picture / pattern. - Use imagination / observation, building on their previous learning, to represent their ideas. - Learn to use a split pin ... <i>wheels on a vehicle / leg on a turtle</i> Sculpture and Modelling <i>* Talk about designs. Describe techniques, review and adapt work.</i> - Construction – large and small scale - Confidently use a range of building resources & kits - Extend creativity adding decorative features - Design / work collaboratively with a partner / in a small group - Playdough / clay - Make models with a purpose and with increasing skill (e.g. <i>shaping, moulding or combining pieces</i>) For instance, with a systematic approach - <i>begin with a body, add a head, legs and a shell to make a turtle</i> - Loose Parts - Make imaginative structures, using tools with control. - Explore a wide range of materials, making simple forms and applying simple decorative features where wanted. Food Activities - Participate in a small baking activity – make pizza Continue to develop an understanding of safety and hygiene - Name utensils, ingredients and processes ... <i>pizza cutter</i> - Observe and talk about changes ... <i>melt ...</i> - Talk about (i) likes / dislikes (ii) healthy / unhealthy food

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative □ Music		[Foundational Drama / Music]
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		
Role Play / Small World Play - Take part in simple pretend / role play with others, imitating real and past experiences, creating stories and roles - Domestic role play <i>[see EY2P booklet]</i> - Au1 – New baby □ Au2 - Celebrations - Linked to the bike track <i>[see EY2P booklet]</i> - Au1 – Visiting the café □ Au2 – Delivery service - Create own stories using a range of small world resources - Begin to retell familiar stories using small world resources, use - Simple story map with some labels - Range of props and resources - Across play - Share ideas and thoughts through talk - Listen to and respond to the ideas of others - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. <i>labels, signs, lists, messages [linked to phonics teaching and learning]</i>	Role Play / Drama ... also see EY2P guidance - Take part in pretend / role play with others, imitating real and past experiences, creating stories and roles - Domestic role play <i>[see EY2P booklet]</i> - Sp1 – Jobs around the house □ Sp2 – Healthy living - Linked to the bike track <i>[see EY2P booklet]</i> - Sp1 – Hot chocolate station □ Sp2 – Bike wash & Sarafi Drive (after trip to Knowsley Safari Park) - Create own stories using a range of small world resources, extending and developing ideas and narrative - Continue to retell familiar stories using small world resources, use - Simple story map with some speech / thought bubbles - Range of props and resources - Across play - Share ideas and thoughts through talk - Listen to and respond to the ideas of others - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. <i>labels, signs, lists, messages, speech bubbles [linked to phonics teaching and learning]</i> - Begin to adapt some familiar stories	Role Play / Drama also see EY2P guidance - To take part in simple pretend play, imitating real and past experiences, creating stories and roles - Domestic role play <i>[see EY2P booklet]</i> - Su1 – New pet / vets □ Su2 – Holiday time - Linked to the bike track <i>[see EY2P booklet]</i> - Su1 – Bike hire □ Su2 – Police & traffic wardens - Create own stories using a range of small world resources, extend and develop ideas and narrative - Continue to retell familiar stories using small world resources, use - Simple story map with some simple instructions - Range of props and resources - Across play - Share ideas and thoughts through talk - Listen to and respond to the ideas of others - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. <i>labels, signs, speech / thought bubbles, instructions [linked to phonics teaching and learning]</i> - Begin to invent some new stories
Music & Dance - Begin to listen attentively, move to and talk about music, expressing their feelings and responses - How does the music make me feel? ... <i>emotions vocabulary (see PSE)</i> - Begin to watch and talk about dance and performance art - What type of dance/music is it? ... <i>adjectives to describe music, e.g. happy, sad, slow, fast, bouncy</i> - Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer</i> - Sing in a group or on their own ...<i>tune</i> - 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 <i>(linked with Autumn 2 with a range of Christmas Songs, including some classical carols e.g. Silent Night)</i>	Music & Dance - Listen attentively, move to and talk about music, expressing their feelings and responses. - Show <i>rhythm</i> and comparison of different sounds ... <i>beat, pulse, long, short</i> - Watch and talk about dance and performance art, expressing their feelings and responses. - Watch performance from other cultures and compare differences... - Sing in a group or on their own, increasingly matching the <i>pitch</i> and following the <i>melody</i> ... <i>high, low</i> - Consolidate making own verse for a familiar song. - Sing in a range of well-known nursery rhymes and songs - Explore and engage in music making and dance, performing solo or in groups.	Music & Dance - Sing a range of well-known nursery rhymes and songs - Independently perform a range of familiar songs and nursery rhymes. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music - Perform confidently solo or in a group - Use a variety of musical instruments correctly and independently ... <i>tambourine, claves, drum, chime bar, maraca</i> - Improvise with basic musical instruments - Listen attentively, move to and talk about music, expressing their feelings and responses. - Confidently sing a range of well-known nursery rhymes and songs - Explore and engage in music making and dance - Move in time to music (linked to Journeys Summer 2- Eisenbahn-Lust-Walzer, Op. 89 - Johann Strauss I)