



St Michael's EYFS Curriculum Document

Characteristics of Effective Learning

<p>We will ensure that all children learn and develop well and are always kept healthy and safe.</p> <p>Children develop at different rates and with different levels of support – we must be aware of those children who require additional support to meet their full potential.</p>	<p><u>Playing and exploring</u>: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><u>Active learning</u>: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements, take ownership of their own learning and accept challenges, learning to persevere. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn perseverance.</p> <p><u>Creating and thinking critically</u>: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>	
	<p>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p> <p>As an EYFS team we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child- Initiated activities based on the EYFS Framework & our children’s interests.</p>	
<p>Playing and exploring</p> <ul style="list-style-type: none"> - I can recognise that my actions have an effect on the world, so I like to repeat them. - I can make choices and explore different resources and materials. - I can plan and think ahead about how I will explore or play with objects. 	<p>Active learning</p> <ul style="list-style-type: none"> - I can begin to predict sequences because I know routines. - I can participate in routines. - I can show goal-directed behaviour. 	<p>Creating and thinking critically</p> <ul style="list-style-type: none"> - I can take part in simple pretend play. - I can sort materials. - I can review my progress to achieve a goal. - I can solve real problems. - I can use pretend play to understand another perspective.

<ul style="list-style-type: none">- I can guide my own thinking and actions by talking to myself as I play.- I can make independent choices.- I can bring my own interests and fascinations into early years settings.- I can respond to new experiences when they are brought to my attention.	<ul style="list-style-type: none">- I can keep on trying when things are difficult. - I can begin to correct my mistakes.	<ul style="list-style-type: none">- I feel confident coming up with my own ideas.- I can make more links between my ideas.- I can concentrate on achieving something that is important to me.- I can give my attention to tasks and ignore distractions with increasing control.
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Nursery Curriculum Document

Contents

- ❖ Key themes
- ❖ RE
- ❖ Communication and language
- ❖ Personal, social and emotional development
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- ❖ Literacy
- ❖ Maths
- ❖ Understanding the world
- ❖ Expressive arts and design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Myself	Illuminations	On our doorstep	Growing and changing	Amazing Animals	Wherever next
Seasonal changes (to be covered throughout the year)	Autumn	Autumn/ winter	Winter	Spring	Spring/ summer	Summer
Experiences	Pictures of families from home	Autumn walk Nativity	Chinese New Year celebrations	Planting	Trip to Hall Hill Farm	

RE

RE topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
	<p>Myself Explore – Investigate the importance of my name. NF1 – God knows and loves me. God knows my name. NF2 – God loves me. Respond – Remembering, celebrating and responding to the importance of names, and to God who knows each one by name and loves them</p>	<p>Belonging Explore – Celebration of welcome into school. NF1 – How we welcome people into a family. NF2 – Welcome into God's family through Baptism. Respond – Remembering, celebrating and responding to what it is to welcome and be welcomed. Baptism: a welcome into God's family.</p>	<p>Judaism – Hanukkah Look – There are special days Discover – Hanukkah, the story of oil lamp in the Temple. Respect – God cares for his people.</p>	<p>Loving Explore – Discover what a birthday is and how it may be celebrated. NF1 – Advent, when people get ready for the birthday of Jesus at Christmas. NF2 – Christmas, the birthday of Jesus. Respond - Remembering, celebrating and responding to what a birthday</p>	<p>Celebrating Explore – Discover what a celebration is and how people celebrate. NF1 – God knows and loves me. God knows my name. NF2 – How parish family celebrates – the story of the Presentation. Respond – Remembering, celebrating and responding to what a celebration is and how the parish family celebrate.</p>	<p>Gathering Explore – Discover what activities children and families like to do together. NF1 – The parish family gathering for Sunday Mass. NF2 – The Parish Family Gathering to Listen to God's Word. Respond – Remembering, celebrating and responding to how and why people gather together and the joy of gathering together to celebrate at Mass.</p>	<p>Growing Explore – Recognise growth in nature. NF1 – learn about Lent; a time for growing in love. NF2 – Good Friday and looking forward to Easter. Respond – Remembering, celebrating and responding the ways we grow and that Lent is a time to grow more like Jesus and look forward to Easter</p>	<p>Islam – Prayer mats Look – Special objects. Discover – Special objects for Muslims Respect – Muslims' special objects</p>	<p>Good News Explore – That everyone has good news to share. NF1 – Jesus sends a new friend, the Holy Spirit NF2 – Pentecost: The joy and happiness the Good News of Jesus brings. Respond – Remembering, celebrating and responding to the understanding that everyone has Good News and that Pentecost is</p>	<p>God's wonderful world Explore – What we love about our world. NF1 – God created the world and said, "<i>Indeed it is very good</i>". NF2 – Taking care of God's world. Respond – Remembering, celebrating and responding to what we love and wonder about our world; God gave us this wonderful world.</p>	<p>Friends Explore – Being a friend. NF1 – We can be friends of Jesus. NF2 – What Jesus tells us about being friends. Respond – Remembering, celebrating and responding to how we can make</p>

				is; waiting for a birthday Advent: looking forward to Christmas, the birthday of Jesus.					the celebration of the Good News of Jesus.		good friends, that Jesus had good friends and what Jesus tells us about friendsh ip.
Key Vocabulary	Name, God, love, unique, important, prayer	Celebration, welcome, family, Baptism	Judaism Special Hanukk ah	Celebratio n, birthday, advent, Jesus, Christmas, Nativity	Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar	Welcome, blessing, listen, pray, Mass, sing, gather, together, alone	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday	Islam, Muslim, Qur'an, prayer mat, special	good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia	world, wonder, wonderful, care, love, share, work/play together	friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change

Communication and Language

Listening, Attention and Understanding Speaking

C+L	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery 1					
			<p>We listen with interest to adults when they read stories.</p> <p>We can identify action words by following simple instructions.</p> <p>We can use language to share our feelings, experiences and thoughts.</p>	<p>We recognise and respond to many familiar sounds that we hear.</p> <p>We are beginning to understand more complex sentences.</p> <p>We are beginning to hold a conversation, jumping from topic to topic.</p>	<p>We show interest in exploring and playing with sounds, songs and rhymes.</p> <p>We understand simple questions -who, what, where</p> <p>We can ask a variety of questions-what, where, who</p>	<p>We are developing single channelled attention; we can shift to a different task if our attention is fully obtained. When we hear our name, it helps us to focus.</p> <p>We are developing understanding of simple concepts.</p>

			We are learning new words and are able to use them. Daily story, rhyme and song opportunities.	Daily story, rhyme and song opportunities.	Daily story, rhyme and song opportunities.	We are able to use longer sentences. We are beginning to use word endings (e.g. <i>going, cats</i>) Daily story, rhyme and song opportunities.
Nursery 2						
C+L	<p>We are learning to develop our listening and attention skills during circle time, through stories and games.</p> <p>We are beginning to know how to sit and look at the person who is speaking.</p> <p>We are able to respond to others – saying hello, good morning and goodbye.</p> <p>We can use our words to communicate our needs.</p> <p>We can join in with repetitive parts of familiar stories and rhyme.</p> <p>We can talk about things that of particular importance to us such as family and pets.</p> <p>We are beginning to use our friends and teachers names to get their attention.</p>	<p>We can listen to others in small groups and when the topic of conversation is of interest.</p> <p>We are developing an interest in particular books, stories, and rhymes.</p> <p>We are building our vocabulary by exploring unfamiliar words and concepts to gain an understanding of what they mean.</p> <p>We are developing confidence to talk about what is happening and to talk about our own ideas.</p> <p>We are building our vocabulary by repeating unfamiliar words and asking questions.</p> <p>We can take part in our Christmas Nativity and join in with songs.</p>	<p>We can listen to longer stories and pay more attention to what is happening in the stories.</p> <p>We are beginning to use new vocabulary from stories, books and rhymes.</p> <p>We can listen and begin to respond appropriately to what an adult is saying.</p> <p>We are beginning to join in with 1:1 conversation when it interests us for a few turns.</p> <p>We can use a wider range of vocabulary that is influenced by stories and themes.</p> <p>We can retell simple past events which have happened recently.</p>	<p>We sometimes repeat back modelled pronunciations correctly.</p> <p>We are beginning to understand and follow a two-step instruction.</p> <p>To begin to understand simple directional language – in front, behind, forwards and backwards.</p> <p>We can begin to use props to retell a familiar story through play.</p> <p>We are beginning to join in with 1:1 conversation, staying on topic for a few turns.</p> <p>We can repeat back some phrases correctly after modelling – irregular tenses and plurals (swimmed for swam)</p>	<p>We enjoy listening to longer stories and can remember key characters.</p> <p>We can anticipate key events in familiar stories.</p> <p>We can focus for longer periods</p> <p>We can listen and respond to continue a conversation with an adult.</p> <p>We are able to join in with 1:1 conversations, staying on topic for a few turns.</p> <p>We are beginning to talk with a partner before sharing with the group.</p> <p>We can sing some songs and rhymes independently.</p> <p>We can use props to retell a familiar story through play.</p>	<p>We can listen and understand why listening is important.</p> <p>-We listen for enjoyment (stories)</p> <p>-We listen so we know what we are doing (instructions)</p> <p>We can begin to answer questions about their own experiences.</p> <p>We can understand who, what and where questions.</p> <p>We can listen and begin to respond appropriately to what other children are saying.</p> <p>Answer simple how are you questions.</p> <p>We can use talk to organise ourselves during play.</p>

						<p>We can talk about our past experiences.</p> <p>We are able to answer who, what and where questions.</p> <p>We can sing a large number of songs – nursery rhymes and number songs.</p>
Personal, Social and Emotional Development						
Self-regulation Managing self Building relationships						
PSED	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery 1					
			<p>We are able to seek comfort from familiar adults or distract ourselves with a comfort object when upset.</p> <p>We know some things that we like and dislike as well as our interests.</p> <p>We are gradually learning that actions have consequences.</p> <p>We are developing relationships with special people.</p> <p>We are starting to separate from our families and explore new situations with support and encouragement from another familiar adult.</p>	<p>We are beginning to expresses a wide range of feelings and emotions</p> <p>We are developing an understanding of and interest in differences of gender, ethnicity and ability.</p> <p>We are learning that other people also have viewpoints and ideas that can be different to ours.</p> <p>We show concern for people who are special to us.</p>	<p>We are beginning to think about our feelings and make links with managing our emotions.</p> <p>We respond to the feelings of others, showing concern and offering comfort.</p> <p>We enjoy sharing our ideas and preferences and making choices and decisions.</p> <p>We are beginning to be able to cooperate in favourable situations with familiar people.</p>	<p>We are beginning to recognise that some actions can hurt or harm others and try to stop ourselves from doing something we should not do.</p> <p>We can cooperate with routines.</p> <p>We explore our own and other people's views through play.</p> <p>We enjoy seeking out others to share experiences with, particularly those who may have a similar interest.</p>

Nursery 2						
PSED	Express different emotions – identifying happy, sad.	We begin to seek support when sad/ angry.	We are beginning to turn take during play with support from an adult.	We can begin to tolerate delay such as waiting for our snack.	We can show more perseverance and resilience when facing a challenge.	We can begin to have more control over our emotions – using a range of strategies to find comfort.
	We are learning to turn take with support from an adult.	We can increasingly follow rules and begin to understand why they are important.	We can seek comfort from an adult when experiencing overwhelming emotions such as embarrassment or frustration.	We can offer ideas in response to a question during group time with more confidence.	We can begin to take a role in tidying up resources.	We are beginning to understand how some scenarios can lead to different emotions and responses.
	We are learning to follow simple school rules such as walking indoors.	We can use the toilet independently, seeking appropriate help when necessary.	We are learning to recognise that some actions can hurt or harm others.	We can remember some rules without an adult needing to remind us.	We can begin to understand how others might be feeling.	We are beginning to understand how some scenarios can lead to different emotions and responses.
	We can respond to and say our own name.	We are becoming more confident in exploring the classroom independently.	We can talk about our preferences and interests.	We can stop ourselves from hurting or harming others through our own actions.	We are aware of our own unique abilities.	We can begin to understand that we can work together and help each other.
	We are becoming familiar with the toilet facilities in the classroom.	We are learning to use a fork and spoon for eating.	We are more confident to try new activities with adult support.	We can begin to explore the similarities and differences between ourselves and others.	We are developing a sense of joy when completing tasks around the classroom.	We can talk about our achievements in a positive way.
	We can explore the classroom with adult support.	We are beginning to play alongside others.	We can come into the classroom with minimal support from adults. We can share holiday experiences with a key adult.	We are beginning to use a knife and fork for eating.	We can compromise and negotiate with adult support.	We are becoming more confident in looking after ourselves such as knowing when to put a coat on.
	We are learning about hand hygiene and can wash our own hands effectively.	We are building relationships with key members of staff and can ask for their help when needed.	We can play alongside others and engage in simple conversation of a similar interest.	We are beginning to enjoy playing with others.	We can seek adult support to help resolve a conflict.	We can use a knife and fork for eating.
	We can separate from my parent/ caregiver with adult support.	We are beginning to have friendly interactions with others.		We can confidently enter the classroom independently.	We can begin to share resources with others when prompted by an adult.	We are beginning to seek companionship with peers.
	We are learning the names of teachers and friends.			We know how to behave towards others who are upset.		We begin to ask new adults questions.
	We can accept differences within our class with adult support.					

							We can share resources with others more confidently.
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Physical Development

Gross Motor Fine Motor

PD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery 1					
			<p>We are able to sit up and stand up from different starting positions.</p> <p>We can sit comfortably on a chair with both feet on the ground.</p> <p>We can walk, run and climb safely on different levels and surfaces.</p> <p>We are beginning to understand and choose different ways of moving.</p> <p>We are able to climb up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p>We hold mark making tools with our thumb and all fingers, but our wrist is turned so that our palm is facing down.</p>	<p>We enjoy moving in response to music, or rhythms played on percussion instruments.</p> <p>We can jump with both feet leaving the floor and can jump forward a small distance.</p> <p>We hold mark making tools with our thumb and all fingers, but our wrist is turned so that our palm is facing down.</p>	<p>We can kick a stationary ball with either foot, throw a ball with increasing force and accuracy.</p> <p>We are beginning to catch a large ball by using two hands and our chest to trap it.</p> <p>We use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p> <p>We are beginning to show preference for a dominant hand and/or leg/foot.</p> <p>We mostly move our elbow when mark making and our shoulder is now stabilised.</p>	<p>We can turn pages in a book, sometimes several at once.</p> <p>We show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>We are starting to use mark making tools with fingers held opposite the thumb, beginning to form the arc between the thumb and index finger.</p> <p>We are beginning to move from the wrist when mark making with pencils/pens, with the hand and fingers moving as a whole unit.</p>

	Nursery 2					
	<p>We can balance ourselves using our hands and body to stabilise</p> <p>We are exploring with large muscle movements – shoulders and arms.</p> <p>We can walk up stairs using alternate feet</p> <p>We are strengthening our pre-writing muscles using streamers, large scale painting and mark making outside and inside.</p>	<p>We can stop on a signal</p> <p>We are able to put on own wellington boots</p> <p>We are beginning to skip, hop and stand on one leg</p> <p>We can create circles using our large body movements</p> <p>We are developing our smaller muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing and stretching</p>	<p>We are exploring body movements – walking, jogging, sprinting, jumping, hopping, skipping and crawling</p> <p>We can use across the body movements to negotiate space</p> <p>We can make marks with a range of tools creating, lines and zig zags</p> <p>We can pull up our own coat zip when the fastening has been done for us</p>	<p>We are negotiating space and moving around safely</p> <p>We are learning to move the balance bike with our feet.</p> <p>We are beginning to put on wetsuit overalls with adult support</p> <p>We can balance on one foot with more stability</p> <p>We are beginning to use one handed tools – pencils, looped scissors.</p> <p>We are beginning to use the same hand, in a comfortable grip with good control when holding pens and pencils.</p>	<p>We are exploring the outdoor equipment – trikes, balance bikes, scooters, climbing wall</p> <p>We are learning to scoot on a balance bike</p> <p>We can work with others to move large or heavier items</p> <p>We can run with some awareness of our surroundings and begin to negotiate speed and space</p> <p>We can make marks with a range of tools creating circles, loops and across the body lines</p>	<p>We can use a balance bike with more accuracy – up and down small ramps</p> <p>We are able to put on wetsuit overalls with less support from adults</p> <p>We are able to run with awareness of speed, obstacles and space and adjust when needed</p> <p>We are beginning to hold and release a large ball or bean bag and beginning to throw and catch</p> <p>We can hold a pencil correctly and begin to make marks with more control</p> <p>We are having a go at doing our own fastenings on coats and jackets</p>
Literacy						
Comprehension Word Reading Writing						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1						
Nursery 1 children are not required to take part in literary canon input			<ul style="list-style-type: none"> -Children will begin to join in with an adult with actions and sounds in familiar song and book sharing experiences. -Children will begin to identify their favourite stories, rhymes, songs and poems. -Children will begin to fill in missing words or phrases in known rhymes or stories. -Children will begin to understand the cause and effect of their actions in mark making. -Children will begin to understand that the marks they make are of value. -Children will enjoy the sensory experience of making marks. 			
RWI Phonics						
Nursery 2 Literary Canon						
Key Texts						
Reading	<p>The key themes are family, similarities and differences.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Join in with familiar rhymes and stories · Listen to and say new vocabulary from stories · Share favourite stories with an 	<p>The key themes are seasonal change and the environment.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Understand that when reading we turn one page at a time in books · Understand that print carries meaning · Talk about the illustrations in books · Recognise and say rhyming words at the end of rhymes 	<p>The key themes are preference and characterisation.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Listen to longer stories · Anticipate key events in rhymes and stories · Join in with repeated refrains in new stories · Begin to copy how an adult models intonation when reading aloud 	<p>The key themes are growth and changes.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Understand that we read from left to right and top to bottom · Name the parts of a book (front cover, title, author) · Identify signs and symbols in the environment and recall what they mean 	<p>The key themes are nature and its beauty.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Listen to longer stories and remember and talk about what happens · Talk through a story, turning one page at a time · Answer simple questions about a story 	<p>The themes are journey and exploration.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Engage in extended conversations about stories · Confidently talk about the events and principal characters of a story and suggest how a story might end.

	<p>adult and talk about book choices</p> <ul style="list-style-type: none"> · Begin to recognise some environmental print 	<ul style="list-style-type: none"> · Use role-play opportunities to retell stories orally 		<ul style="list-style-type: none"> · Begin to suggest new rhyming words 	<ul style="list-style-type: none"> · Begin to predict what might happen next in a story 	<ul style="list-style-type: none"> · Retell a longer story · Share books and discuss vocabulary that has been learned
Writing	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Confidently make marks manipulating a range of tools and equipment · Draw vertical, horizontal and circular marks in large scale crossing the midline · Understand that text shown to them carries meaning 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Draw vertical, horizontal and circular marks in small scale crossing the midline · Start to give meaning to the marks that they make · Give meaning to symbols and words in the environment · Recognise own name in print 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Form initial letter of name correctly · Attempt to write name · Write symbols and shapes that look like writing · Assign meaning to the marks that they make 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Form first name correctly · Write some letters but without connecting letters and sounds · Talk about their writing and give meaning 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Write name from memory · Use letter strings which move from left to write and top to bottom. · Attempt to 'read' their own writing 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Write letters with spaces between them to resemble the idea of words · Copy words that they see in the environment around them
Grammar	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Pronouns to refer to themselves in the first-person singular 'I' 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Pronouns to refer to others as he and she replacing nouns 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Action words within a sentence 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · The correct form of the verb in the past tense 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Pronouns and verbs correctly within a sentence 	<p>The children will learn to:</p> <ul style="list-style-type: none"> · Extend sentences beyond subject and verb maintaining grammatical accuracy
Oracy	<p>Whole class discussion around family life</p> <p>The children will learn to: · Respond to adult prompts</p>	<p>Discuss illustrations within the text.</p> <p>The children will learn to: · Understand simple who, what and where questions when looking at the illustration</p>	<p>Share their favourite story with a small group.</p> <p>The children will learn to: · Use language to share feeling and thoughts about a text</p>	<p>Retell a story or an experience</p> <p>The children will learn to: · Sequence pictures to help order a story or an experience</p>	<p>Inspired by curiosity, children will discuss what they wonder about the world.</p> <p>The children will learn to: · Use question words in a sentence</p>	<p>Retell a longer story including the key events The children will learn to:</p>

	· Use pronoun in response to adult	· Use simple sentences (with he or she) to share thoughts about what is happening in the illustration	· Use the pronoun 'I' to talk about their own thoughts and opinions	· Listen to an adult modelling grammatical accuracy · Give a simple sentence for each of the pictures maintaining grammatical accuracy	· Listen to and copy an adult intonation when asking a question	· Use picture prompts or the text to help retell a story · Maintain grammatical accuracy
Key Vocabulary	big, tall, grumpy, perfect, jumpy, Brave, smart, strong, kind, happy, loving, beautiful and powerful, Sometimes, sad, good, scared, behave, body, curly, straight, shoulder, elbow, wrist, turn, stomp, wiggle, bend, arch, Hear, smell, touch, see, taste.	Wonderful, over, under, dark, through, past, above, drifting, following, rustle, peeping, sniff, gently, gathered, silent, light, bright, dark, tiny , scared.	Quiet, whisper, kittens, mittens, everywhere, terrible, favourite, stroll, astounding, feast, wonder, swallowed, stripey, furry, supper, except, normal, surprised, decorate, celebrate, covered, skinny, low, suddenly, toughest, Pretending, snuffle, uncomfortable, rubbed, snoring	Crawled, annoyed, chased, upset, scolded, found, waited, planted, dug, picked, tiny, blows, gently, taller, grows, proudly, hiding, crinkly, tangle, delicious, true, wiggle, nasty, stretching, fewer, lay, hungry, started, still, full.	Crept, splosh, handsome, planning, cheered, early, busy, roll, chase, nap, scruffy, promised, suggest, scattered, glorious, noisy, far, large, overjoyed, drifted.	Narrow, oozy, stumble, tremble, wailed, may, squabble, tease, join, own, journey, perfectly, staring, strutting, welcoming, spies, gang, swoop, gust, solid, before, through, under, over, around, smart, roared, millions, boring, state.
Rhymes	<ul style="list-style-type: none"> · Humpty dumpty · Baa, baa black sheep · Twinkle, twinkle, little star · Row, row, row your boat · Rain, rain go away · Pat a cake · Little Miss Muffet · Star light star bright · Jack and Jill · Polly put the kettle on 		<ul style="list-style-type: none"> · Brush your teeth · Head, shoulders, knees and toes · If you're happy and you know it · Sleeping bunnies · Dingle, dangle scarecrow · Wind the bobbin up · The farmer's in his den The grand old Duke of York · This little piggy went to market · The bear went over the mountain · Down in the jungle · Incy wincy spider · I'm a little teapot · The wheels on the bus · Old McDonald had a farm · Miss Polly had a dolly · Mary had a little lamb 		<ul style="list-style-type: none"> 5 little speckled frogs · 5 little ducks · 5 little men in a flying saucer · 1,2,3,4,5 once I caught fish alive · Two little dickie birds · Three blind mice · Five current buns · 5 little monkeys jumping on the bed · One finger, one thumb 	
Traditional tales	Little Red Hen	Three little pigs	Goldilocks	Jack and the Beanstalk	Three Billy Goats Gruff	Gingerbread man

Mathematics

Number: Number Pattern

Nursery 1

Nursery 1 children are not required to take part in WR input

- Shows an interest in size and weight
- Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram
- Beginning to understand that things might happen now or at another time, in routines
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White Rose	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Block 1 – Comparison 1</p> <p>More than, fewer than, the same</p> <ul style="list-style-type: none"> -Children will collect objects to compare amounts. -Children will make simple comparisons of amounts. -Children will look for collections of large and small amounts. -Children will compare and talk about large and small amounts. -Children will make large and small collections. 	<p>Block 5 – Counting 2</p> <p>Begin to order number names</p> <ul style="list-style-type: none"> -Model saying 1,2,3 in play -Children copy the sequence of 1,2,3 in play -Children will copy fingers to represent 1,2,3 -Children will begin to count actions -Children will say number names in order. -Children will begin to recognise anything that can be counted. 	<p>Block 9 – Subitising 2</p> <p>Show me 1,2,3</p> <ul style="list-style-type: none"> -copy fingers to show 1 -Copy fingers to show 2 -Copy fingers to show 3 -Show 1 finger when seeing 1 thing in stories -Show two or three fingers when seeing two or three things in stories -show 1,2 and 3 on fingers when asked. - 	<p>Block 13 – Counting 4</p> <p>Take and give 1,2,3</p> <ul style="list-style-type: none"> -Choose a group to count -Take out two from a group -Take out three from a group -Give others 2 items -Give others 3 items -Count 3 objects with 1:1 correspondence 	<p>Block 17 – Pattern 4</p> <p>Lead on own repeats</p> <ul style="list-style-type: none"> -Join in fully with sequences and songs -Sing rhymes independently -Lead sequences and songs -Read on in familiar repeating stories -Copy art-based simple patterns -Explore own line and repeating patterns in art 	<p>Block 21 – Counting 5</p> <p>Show me 5</p> <ul style="list-style-type: none"> -Sing rhymes to 5 and join in with movements -Move props to 5 -Move probs back from 5 -Show fingers to 5 -Begin to count 5 objects with 1:1 correspondence -Match numerals to quantities when acting out songs

	-Children will make collections the same.					
	<p>Block 2 – Shape, space and measure 1</p> <p>Explore and build with shapes and objects.</p> <p>-Children will explore and play with shapes.</p> <p>-Children will show interest in simple differences between shapes.</p> <p>-Children will put shapes and blocks into position.</p> <p>-Children will select shapes for reason.</p> <p>-Children will begin to explore and describe natural shapes and objects.</p> <p>-Children will find and collect objects for purpose.</p>	<p>Block 6 – subitising 1</p> <p>I see 1,2,3</p> <p>-Children will notice images in books</p> <p>-Children respond to “I see 1,2,3,” by taking interest in noticing 1, 2 or 3 in books.</p> <p>-Children will recognise “I see 1,2,3”</p> <p>-Children will copy “I see 1,2,3” after an adult or another child.</p> <p>-Children will point to 1, 2, 3 in books, images and the world around them.</p> <p>-Children will recognise 1, 2, 3 in well-known tales.</p>	<p>Block 10 – counting 3</p> <p>Move and label 1,2,3</p> <p>-Make actions when saying counting words</p> <p>-Move fingers when saying counting words</p> <p>-Count up to 3 objects from rhymes</p> <p>-Notice number symbols as labels</p> <p>-Label amounts as 1 and not 1</p> <p>-Label amounts as 1,2 or 3</p>	<p>Block 14- Shape, space and measure 4</p> <p>Match, talk, push and pull</p> <p>-Match simple shapes</p> <p>-push some shapes and blocks together</p> <p>-Make simple arrangements</p> <p>-Talk about arrangements</p> <p>-Follow simple routes outside</p> <p>-Follow toys around a simple route</p>	<p>Block 18 – Shape, space and measure 5</p> <p>Starting to puzzle</p> <p>-Complete shape match puzzles</p> <p>-Complete simple jigsaws</p> <p>-Match objects to pictures</p> <p>-Match objects to shadows</p> <p>-Explore objects and small world from different positions</p> <p>-Make simple routes in small world with lines and curves.</p>	<p>Block 22 – Pattern 6</p> <p>My own pattern</p> <p>-continue AB patterns</p> <p>-Create their own AB patterns</p> <p>-Notice an error in a pattern</p> <p>-Build constructions with simple enclosures</p> <p>-Copy simple repeated constructions</p> <p>-Begin to sequence some events</p>
	<p>Block 3 – Pattern 1</p> <p>Explore repeats</p> <p>-Children will listen to repeats in songs and stories.</p> <p>-Children will start to join in songs with repeats.</p>	<p>Block 7 – Pattern 2</p> <p>Join in with repeats</p> <p>-Children will join in with repeated actions in songs.</p> <p>-Children will join in with repeats in songs and stories.</p>	<p>Block 11- Space, shape and measure 3</p> <p>Explore position and routes</p> <p>-Explore shape resources</p> <p>-Explore more complex inset jigsaws</p>	<p>Block 15 – Subitising 3</p> <p>Talk about dots</p> <p>-Become familiar with dot patterns</p> <p>-Say when there is one dot</p>	<p>Block 19 – Pattern 5</p> <p>Making patterns together</p> <p>-Sing their own songs independently</p> <p>-Clap in time to a beat</p>	<p>Block 23 – Counting 6</p> <p>Stop at 1,2,3,4,5</p> <p>-Count up to 5 objects from a larger group</p> <p>-Explore counting to 5 in different ways</p>

	<ul style="list-style-type: none"> -Children will start to join in with repeats from stories. -Children will clap along to songs. -Children will make line patterns with own sequences. -Children will choose blocks to build roads and towers. 	<ul style="list-style-type: none"> -Children will sing some refrains independently. -Children will have a sense of daily routines -Children will say what happens next. -Children build on previous learning of making line patterns and will make arrangements in art. 	<ul style="list-style-type: none"> -Talk about simple positions -Move into simple positions -Move through positions -Follow simple small-world routes. 	<ul style="list-style-type: none"> -Say when there are two dots -Recognise one and two in different arrangements -Say when there are 3 dots -Recognise one, two and three in different arrangements. 	<ul style="list-style-type: none"> -Make and talk about movement patterns -Talk about objects in patterns and arrangements -Copy AB patterns with support -Continue AB patterns with support. 	<ul style="list-style-type: none"> -Verbally count to a given number -Label objects with numerals -Independently show fingers to 5 -Begin to make marks to represent quantities.
	<p>Block 4 - Counting 1</p> <p>Hear and say numbers</p> <ul style="list-style-type: none"> -Children will hear some number names. -Children join in saying number names. -Model saying number names in order -Children will practise saying number names in order. -Children will join in stable order counting forwards. (1,2,3,4,5) -Children will join in stable order counting backwards. (1,2,3,4,5) 	<p>Block 8 – Shape, space and measure 2</p> <p>Explore position and space</p> <ul style="list-style-type: none"> -Children will respond to simple language of position. -Children will arrange blocks in a chosen position. -Children will select shapes for a space. -Children will recognise when 2 objects are the same shape. -Children will explore and describe shapes and objects. -Children will sort shapes and objects into simple categories. 	<p>Block 12 – Pattern 3</p> <p>Explore own first patterns</p> <ul style="list-style-type: none"> -Explain simple pattern arrangements -Make roads and bridges with intent -Choose blocks to copy simple creations -Make simple line patterns with objects -Make simple pattern arrangements -Show an interest in patterns and shapes. 	<p>Block 16 – Comparison 2</p> <p>Compare and sort collections</p> <ul style="list-style-type: none"> -Notice when two collections are the same -Make collections of small objects the same -Make collections of large objects the same -Recognise two collections are the same using small and large objects -Make collections the same using small and large objects -Sort and talk about their own collections 	<p>Block 20 – subitising 4</p> <p>Make games and actions</p> <ul style="list-style-type: none"> -Match dot patterns -Be introduced to subitising games -Play subitising games -Copy sets of sounds -Listen to and represent sounds with fingers -Listen to and represent sounds with resources 	<p>Block 24 -Comparison 3</p> <p>Match, sort, compare</p> <ul style="list-style-type: none"> -Compare up to five different objects -Compare by matching games -Match by type -Recognise attributes of objects -Begin to sort some objects to a type.

Key Vocabulary	Collections, more, fewer, the same, large, small, shape, different, sequence, repeat, number names	One, two, three, action, the same	Pattern, shape,	The same, large, small	Beat,	
Understanding the World						
Past and Present People, Culture and Communities The Natural World						
Themes	Autum 1 - Myself	Autumn 2 - Illuminations	Spring 1 – On our doorstep	Spring 2 – Growing and changing	Summer 1 – Amazing animals	Summer 2 – Wherever next?
Nursery 1						
			<p>We are beginning to know that we have similarities and differences that connect us to and distinguish us from others.</p> <p>We are becoming more observant and notice more detailed features of our environment.</p> <p>We are able to listen to days of the week songs.</p>	<p>We are beginning to know that we have similarities and differences that connect us to and distinguish us from others.</p> <p>We are becoming more observant and notice more detailed features of our environment.</p> <p>We are able to join in with days of the week songs.</p>	<p>We are able to imitate everyday actions and events from own family and cultural background through our pretend play.</p> <p>We enjoy playing with small world reconstructions to build on first-hand experiences.</p> <p>We can recognise relevant photographs of things that have happened in our lives.</p>	<p>We are able to identify peers as friends.</p> <p>We can talk about some of the things we have observed such as plants, animals and natural objects.</p> <p>We can spot ourselves in photographs of things that have happened in the past.</p>
Nursery 2						

	<ul style="list-style-type: none"> - Respond to their own name - Be able to name the members of their family/special people in their lives - Be able to talk about their likes and dislikes - Able to explore their likes and dislikes through play in the classroom and exploring a range of materials and resources. - Begin to talk about the lives of people familiar to them (Mum/Dad's job etc) - Begin to talk about some of the things which make them unique - To know the place where 	<ul style="list-style-type: none"> - We celebrate special times. - We can talk about family celebrations using photos and memories. - We know that Diwali is a celebration. - We know that Advent is the time when we prepare for Christmas. - We know that Jesus was born on Christmas Day - We can use photographs of our Christmas to share our memories. - we know that during the day, the sky is light, and we can see the sun. We know that at night the sky is dark. - We can see the moon and stars. We are developing an understanding of changes over time - We can talk about bonfire night and how to be safe. - We celebrate Christmas by putting up a tree, wrapping presents, singing carols and using Advent calendar. 	<ul style="list-style-type: none"> - Our country is England - What is in our immediate area, houses, fields, trees, park, grass. - Winter 	<ul style="list-style-type: none"> - To be able to talk about how they have grown and changed since being a baby - To explore how they might change as they get older – grow taller - To talk about the changes in the weather - To know that in Spring things start to grow - To be able to talk about the changes they observe in the environment – noticing growth - To know baby animals are being born – names of some baby animals – lamb, calf, foal, chick, duckling - To know that the weather starts to feel warmer – don't always 	<ul style="list-style-type: none"> - To be able to name some dinosaurs - To use vocabulary Carnivore and Herbivore. - To use magnifying glasses to identify minibeast and their habitats. - To talk about animals which live in the zoo - To talk about which animals live on a farm. - To talk about animals we keep as pets - -How we care for pets. 	<ul style="list-style-type: none"> - To be able to talk about where they live - To be able to talk about how they get to school - We live in Durham. Our school is called St Michael's - Near our school is a church and a pub - To look at a map of school and be curious about what we see. - To talk about different types of transport and our experience of using them - To explore our understanding of places far away from us – that we might use aeroplanes or boats to get to faraway places. - To talk about how we might get to a range of different
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	<p>they live is called home</p> <ul style="list-style-type: none"> - Be able to use our 5 senses to explore the world around us. - Able to explore a range of materials using the 5 senses Be able to name some of the parts of their body, using the Head, Shoulders, Knees and Toes song 			<ul style="list-style-type: none"> - have to wear coats - Observing how plants and vegetables grow in our class garden and ask questions about what they observe - Observing animal life cycles changing and developing – tadpoles/caterpillars 		<p>places eg. The seaside, the park, France, Space</p>
Seasons	Autumn/ Winter		Winter/ Spring		Spring/ Summer	
	<ul style="list-style-type: none"> - Seasonal changes to be covered throughout the year. 					
Expressive Arts and Design						
Creating with materials Being imaginative and expressive						
	Nursery 1					
		<p>Creating with Materials</p> <p>We are beginning to join in singing familiar songs . We can create sounds by rubbing, shaking, tapping,</p>	<p>Creating with Materials</p> <p>We show curiosity in the way sound makers and instruments sound , and</p>	<p>Creating with Materials</p> <p>We enjoy experimenting with ways to enclose a space, create shapes and</p>	<p>Creating with Materials</p> <p>We enjoy using 3D and 2D structures to explore materials and to express ideas.</p>	

		<p>striking or blowing instruments.</p> <p>Being Imaginative and Expressive</p> <p>We are beginning to use everyday materials to explore, understand and represent the world around us. We enjoy following our creative ideas, interests and fascinations.</p>	<p>can experiment with ways of playing them.</p> <p>Being Imaginative and Expressive</p> <p>We are beginning to 'make believe' by pretending with sounds, movements, words and objects</p>	<p>represent actions, sounds and objects.</p> <p>Being Imaginative and Expressive</p> <p>We are starting to describe sounds and music imaginatively- happy, funny, scary objects</p>	<p>Being imaginative and expressive</p> <p>We create rhythmic sounds and movements.</p>
Nursery 2					
<p>Creating with Materials</p> <p>We can explore different materials using all of their senses to investigate them. We can manipulate different materials- blocks, clay, fabric/paper with different textures. We will use these materials to express their ideas and feelings. We can create representations of our family. We can manipulate materials o build models of our home.</p>	<p>Creating with Materials</p> <p>We explore colour mixing and talk about the differences between colours we see. We explore paint use different paint techniques – pour, drip, mix, splat We can create interesting effects with bright and dark colours.</p> <p>Being Imaginative and Expressive</p> <p>We will remember entire songs and perform these during our Christmas nativity performance. We will be able to explore</p>	<p>Creating with Materials</p> <p>We will explore different materials freely. We will begin to plan to build with a purpose in mind. We are exploring how to join junk modelling materials together to make transport, puppets. We can use lines and shapes</p> <p>Being Imaginative and Expressive</p> <p>We can join in and copy body percussion patterns and sequences..</p>	<p>Creating with Materials</p> <p>Children will learn to develop their drawing and model-making skills. We begin to add details to our self-portrait pictures by noting key features on our face.</p> <p>Being Imaginative and Expressive</p> <p>We learn a variety of action songs and can move to music/songs. We are developing our 'singing voice' using a range of pitches.</p>	<p>Creating with Materials</p> <p>We begin to give meanings to our drawings and models. We will share our ideas and talk together about these. We use tools for a purpose.</p> <p>Being Imaginative and Expressive</p> <p>We are beginning to create our own songs and music. We can engage in roleplay taking on the roles of people who help us- police, teachers, doctors, nurses, fire fighters, dentist We are</p>	<p>Creating with Materials</p> <p>We explore a range of different emotions and show different emotions within our drawings and paintings.</p> <p>We can use collage materials to explore size and shapes.</p> <p>Being Imaginative and Expressive</p> <p>We can sing and perform a collection of songs.</p>

	<p>Being Imaginative and Expressive</p> <p>We use open-ended resources to enhance our imaginative play. We engage in daily singing and rhyme time. We listen to music and songs to develop our listening skills</p>	<p>and use a variety of percussion instruments.</p>			<p>beginning to develop stories using small world.</p>	
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Reception Curriculum Document

Contents

- ❖ Key themes

- ❖ RE
- ❖ Communication and language
- ❖ Personal, social and emotional development
- ❖ Physical development
- ❖ Literacy
- ❖ Maths
- ❖ Understanding the world
- ❖ Expressive arts and design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and my family	Celebrations	The big wide world	Life cycles	Animals around the world	The seaside
Seasonal changes (to be covered throughout the year)	Autumn	Autumn/ winter	Winter	Spring	Spring/ summer	Summer
Experiences	Pictures of families from home	Autumn walk Nativity	Chinese New Year celebrations	Planting	Trip to Hall Hill Farm	Trip to St Mary's Lighthouse/ aquarium.
English texts						

RE

RE topics	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<p>Myself Explore – Develop an understanding of first and family names.</p> <p>RF1 – God knows and loves each one. God knows each person's name.</p> <p>RF2 – God knows and loves each person.</p> <p>Respond – Remembering, celebrating and responding to the importance of</p>	<p>Belonging Explore – Celebration of welcome into school, class or other setting.</p> <p>RF1 – How we welcome people into a family.</p> <p>RF2 – Welcome into God's family through Baptism.</p> <p>Respond – Remembering, celebrating and responding to what it is to welcome and be welcomed.</p> <p>Baptism: a welcome into God's family.</p>	<p>Judaism – Hannukah</p> <p>Look – There are special days</p> <p>Discover – Hanukkah, the story of oil lamp in the Temple.</p> <p>Respect – God cares for his people.</p>	<p>Loving Explore – Appreciate how birthdays are waited for and celebrated.</p> <p>RF1 – Advent, when people look forward to the birthday of Jesus at Christmas.</p> <p>RF2 – The first Christmas and how people celebrate Jesus' birthday each year.</p> <p>Respond Remembering, celebrating and</p>	<p>Celebrating Explore – Discover what a celebration is, the elements of celebration and how people celebrate.</p> <p>RF1 – What the parish family celebrates</p> <p>RF2 – The Presentation story.</p> <p>Respond – Remembering, celebrating and responding to what a celebration is and how the parish family celebrate.</p>	<p>Gathering Explore – Discover what activities children and families like to do together. play a game where children realise, they need the support and encouragement of others.</p> <p>RF1 – The parish family gathers together for Sunday Mass.</p> <p>RF2 – The joy of gathering to listen to God's Word.</p> <p>Respond – Remembering, celebrating and</p>	<p>Growing Explore – Recognise growth in nature and discover the ways in which things grow.</p> <p>RF1 – Learn about Lent: a time to grow more like Jesus.</p> <p>RF2 – Good Friday and celebrating Easter.</p> <p>Respond – Remembering, celebrating and responding the ways we grow and that Lent is a time to grow more like Jesus and look</p>	<p>Islam – Prayer mats</p> <p>Look – Special objects.</p> <p>Discover – Special objects for Muslims.</p> <p>Respect – Muslims' special objects</p>	<p>Good News Explore – That everyone has good news to tell.</p> <p>RF1 – The coming of the Holy Spirit</p> <p>RF2 – Pentecost : The celebration of the Good News of Jesus.</p> <p>Respond – Remembering, celebrating and responding</p>	<p>God's wonderful world Explore – What we love and wonder about our world.</p> <p>RF1 – Everyone shares in God's world.</p> <p>RF2 – Praising God for our Wonderful World.</p> <p>Respond – Remembering, celebrating and responding</p>	<p>Friends Explore – Making friends and being a friend.</p> <p>RF1 – Jesus had friends, we can be friends of Jesus.</p> <p>RF2 – Jesus' rule for friends.</p> <p>Respond – Remembering, celebrating and responding to how we can make good friends, that Jesus</p>	

	names, and to God who knows each one by name and loves them			responding to what a birthday is; waiting for a birthday Advent: looking forward to Christmas, the birthday of Jesus		responding to how and why people gather together and the joy of gathering together to celebrate at Mass.	forward to Easter		to the understanding that everyone has Good News and that Pentecost is the celebration of the Good News of Jesus.	to what we love and wonder about our world; God gave us this wonderful world.	had good friends and what Jesus tells us about friendship.
Key Vocabulary	Name, God, love, unique, important, prayer	Celebration, welcome, family, Baptism	Judaism Special Hanukkah	Celebration, birthday, advent, Jesus, Christmas, Nativity	Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar	Welcome, blessing, listen, pray, Mass, sing, gather, together, alone	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday	Islam, Muslim, Qur'an, prayer mat, special	good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia	world, wonder, wonderful, care, love, share, work/play together	friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change

Communication and Language
Listening, Attention and Understanding Speaking

C+L	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reception					
	Understand how to listen and why listening is important. We listen for enjoyment (stories) We listen so we know what we are doing (instructions) We listen to learn new things We listen so that we can respond appropriately. (conversation)	Listen for and ask meaning of new words. Listen to, and engage, in story time. Maintain eye contact and track the teacher to show listening. Listen carefully to a story as part of a small	To know that we listen to learn new things. Show understanding of newly acquired vocabulary in play – starting to use it themselves. Understand the relationship between speaking and listening - for us to say the right thing (respond appropriately) we	Understand we need to listen so that we can respond appropriately in conversations. In order for us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying - are we talking about the same thing as the other person in the conversation?	Listening to stories without visuals – audio or spoken Continue to explore and use new vocabulary effectively Listen to others to keep play going with meaningful responses.	Know we can listen attentively with sustained concentration and this is expected. Shows attentive listening in a range of situations – good sitting, good looking.

	<p>Promote and model active listening - good sitting, good looking.</p> <p>Show listening behaviours during Celebration of the Word.</p> <p>We need to look at each other when we talk so we can concentrate on what is being said.</p> <p>Speaking with others about their needs and wants.</p> <p>Join in with social phrases- responding to adults saying hello.</p> <p>Answering simple 'how are you' questions.</p> <p>Begin to join in with familiar one-to-one and small group conversations.</p> <p>Begin to extend ideas using 'and/because'</p> <p>Children can talk about themselves, their likes and dislikes and their families (familiar topics) in a one-to-one and small group</p> <p>Discuss family routines and experiences.</p>	<p>group and as part of the whole class.</p> <p>Show you have been listening by joining in with repeated refrains, answering simple questions about plot, character</p> <p>Follow 2 step instructions</p> <p>Begin to explain their observations and why things happen.</p> <p>Use some vocabulary from stories heard when retelling and creating own in small world/role play</p> <p>Retell a favourite story or make up own simple story, talking about their favourite part in one-to- one and small groups.</p> <p>Performance speaking for Nativity play</p>	<p>need to listen carefully to what the person is saying.</p> <p>Be able to think of some appropriate questions to ask a visitor.</p> <p>Emphasise not asking something they have already told us or which has already been asked during special news time.</p> <p>Understand 3 step instructions.</p> <p>Retell stories in play – through role play and small world</p> <p>Use talk partners effectively</p> <p>Extend answers using a range of connectives - and, but, because, so</p> <p>Answer 'why' questions within a small group or whole class and during play.</p> <p>Begin to formulate simple questions to ask a visitor.</p>	<p>Refine own story telling of narratives for prolonged periods of time</p> <p>Use sequencing words to give more detail to answers - first, after, before, next,</p> <p>Answer 'how' questions within a small group or whole class</p> <p>Ask and answer questions based on knowledge through topic.</p>	<p>Shows listening by understanding of positional instructions with 3 or more steps.</p> <p>Articulate ideas and thoughts into well-formed sentences.</p> <p>Explains their point of view when disagreeing.</p> <p>Use newly introduced vocabulary both in small groups and whole class effectively.</p> <p>Giving increasing detail in answers to questions.</p> <p>Express feelings and points of view more maturely, especially when they disagree with others.</p> <p>Perform a variety of songs and rhyme</p>	<p>Shows understanding of tense – uses past, present and future</p> <p>Shows understanding of newly introduced vocabulary –using it correctly to show understanding.</p> <p>Hold conversations with both adults and peers on a range of topics familiar to them, being able to link ideas together effectively.</p> <p>Speaks in well formed sentences.</p> <p>Answers questions in well formed sentences.</p> <p>Confidently ask questions of others.</p> <p>Finding out more by asking questions.</p> <p>Research using a range of resources and reporting back – internet, non-fiction books.</p>
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Personal, Social and Emotional Development

How it's taught sentence

Self-regulation **Managing self** **Building relationships**

PSED	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reception						
PSED	<p>Recognise that we have different emotions – identifying happy, sad, tired, angry, scared, excited. Begin to seek support when sad/angry. Begin to talk about how they are feeling. Begin to tolerate delay. Understand that we work together and help each other. Take an active role in tidying up resources.</p> <p>Follow the routines and expectations of the classroom – registration, dinner, snack time. Confident when playing with others and accessing resources in the classroom independently. Know importance of hand washing and do this independently.</p> <p>Know other's names and how to welcome each other in school. Recognise and accept differences within our class. Know what makes me special and understand this is different for everybody. Understand their own family and begin to accept differences amongst families and cultures. Confidently leave familiar adult at the beginning of the day. Develop relationships with familiar staff and ask for help if needed. Recognise their buddy and begin to seek their support independently if needed. Begin to share resources and turn take with occasional support.</p>	<p>Express self-aware emotions of pride and embarrassment.</p> <p>Can seek support or self soothe when feeling upset or overstimulated. Able to name basic emotions – happy, sad, tired, angry, scared, excited and identify when they are feeling those emotions.</p> <p>Responds to the words and emotions of others – begin to stop themselves from doing something they should not do</p> <p>Understand that we can and should help each other</p> <p>Knows the rules and expectations of the classroom both inside and outside. Able to safely cross the road as a group Is able to confidently use the toilet and wash hands independently Able to access wet weather clothes independently</p> <p>Recognise their buddy and begin to seek their support independently if needed.</p>	<p>Is able to recognise and express a wide range of emotions through their interactions with others – including excitement and worry.</p> <p>More confident with dealing with a range of changes throughout the day and beginning to regulate behaviour accordingly Able to stop their play/behaviour when asked by an adult</p> <p>Beginning to move from one activity to another with confidence to try new experiences</p> <p>Able to use the resources/techniques adults have shown them to engage in different ways of play Showing more confidence in speaking to others about their own wants and needs</p> <p>Children begin to develop their sense of community and responsibility – jobs in the classroom such as milk monitors Recognise and accept difference within the wider community Show kindness and support to their peers in class Begin to think about the perspectives of others and use this to inform their play</p>	<p>Able to name and identify a wide range of emotions in themselves and others Beginning to be able to anticipate how they might feel in different situations and prepare for those with the support of an adult Able to manage their feelings and tolerate situations in which their wishes cannot be met</p> <p>Able to plan for play in plan do review sessions with a partner and beginning to share their ideas with the group Able to talk to others confidently about their own wants, needs and opinions Begin to talk about the things they can do well and the things they need more support with</p> <p>Able to see themselves as a valuable individual and member of the class Confident to ask for support from familiar adults and children Able to welcome new members of the group and show kindness towards them</p>	<p>Is confident with naming and responding to their own and others emotions Beginning to recognise emotions through body language as well as facial expressions Attempts to repair relationships of situations where they have caused upset Understand how their actions can impact others</p> <p>Begin to effectively plan their play and describe how they will achieve their goal with some support Can talk about their own wants, needs, interests and opinions to others Can persevere with a task for a short period of time, attempting to change their approach to achieve their goal.</p> <p>Able to respond to their own and others wants, needs and opinions effectively. Beginning to effectively more play forwards by responding to others suggestions and ideas Able to name their friends and what they enjoy doing together</p>	<p>Able to seek support in challenging situations to support emotions Able to anticipate how they would feel in different situations and know what they might do to make them feel better. Recognise the emotions of others through body language/facial expressions and spoken language. Respond to the emotions of others to support, comfort, negotiate, hold back and compromise. Able to regulate emotions and behaviour even in unexpected scenarios.</p> <p>Understands the use of rules and boundaries in our school and the wider community Understand right and wrong actions and is able to behaviour accordingly Confident and happy to try new activities with independence Is able to persevere with a task, even when they are finding it challenging – able to offer solutions or a change in approach. Able to use plan do review sessions to clearly plan what they</p>

		Begin to share resources and turn take with occasional support. Show more confidence in new situations, seeking support of peers/familiar adults when needed				<p>want to get from their play and how they want to go about it. Can talk about themselves positively, identifying what they can do well and what they are getting better at.</p> <p>Can confidently turn take in a range of situations Able to share resources, ideas and creations with others</p> <p>Able to identify the needs and wants of others from their actions, words and body language and can respond appropriately.</p>
Kapow – PHSE	Self-regulation – My feelings	Building relationships – special relationships	Managing self – taking on challenges.	Self-regulation – listening to and following instructions	Building relationships – my family and friends	Managing self – my wellbeing
TEN TEN - RSE						
Physical Development						
Gross Motor Fine Motor						
PD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reception					
	<ul style="list-style-type: none"> -Learns to walk then uses feet to scoot a balance bike -Moving at different speeds and directions -Standing still 	<ul style="list-style-type: none"> -Continue to move in different ways inside and outside – balancing on one foot/walking on raised ground. 	<ul style="list-style-type: none"> -Stops bike effectively and can set off again with no support -Leaves sensible distance behind others when riding 	<ul style="list-style-type: none"> -Resources with which we bat, pat and hit a ball – tennis rackets, cricket bats, hockey sticks 	<ul style="list-style-type: none"> -Travelling – able to change direction of travel when walking, running or on bike safely. 	<ul style="list-style-type: none"> -Creating own obstacle courses ensuring a range of surfaces and heights, heavy lifting.

	<p>-Sweeping with brushes outside – using shoulder and elbow movements -Exploration of small equipment – large and small balls, bean bags, hoops – with guidance, able to put on wetsuit overalls and wellington boots, with suit over boots</p> <p>-Consolidate pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing, stretching elastic bands -Mark making with meaning and some letter formation -Drawing and painting inside and out – pencils, markers, felt pens, chalk, crayons, paint brushes, finger paint -Scissor grip – correct placement of thumb and fingers – creating snips in paper (using other hand to steady paper) /cutting other materials – playdough/pasta</p>	<p>-Maintains balance on bike and manoeuvres around corners effectively. -Introduction to managing risk – climbing frame, travelling at different heights, jumping off and landing appropriately - slide, climb, crawl, jump, land -Throwing bean bags at a target – stance and arm swing to throw under-arm -Continue to work on core muscle strength -Describe how body feels when still and when exercising.</p> <p>-Increasingly difficult fine motor challenges – e.g. tiny bead threading, smaller tweezers -Letter formation of graphemes taught in phonic order – in sand, salt, powder paint, on whiteboard, with pencil -Focus on importance of directionality and retracing of vertical lines -Refine comfortable tripod grip -Scissor grip – wavy lines -Moving paper around to cut -Using thinner crayons, finer felt tips and finer paint brushes</p>	<p>-Introduce variety of balls in different sizes -Throwing and catching balls more effectively – using hands and scoop catchers -Throwing and kicking at a target -Aiming at targets of different shapes and sizes -Partner work - rolling, bouncing, throwing, kicking -Standing with one foot forward to throw opposite leg to throwing hand -Travelling backwards and sideways -Moving in different ways over equipment and climbing frame – put on and take off jumper independently</p> <p>-able to form letters of the alphabet with Read Write Inc letter formation rhymes -Letter formation in words and sentences on writing paper with larger line spaces -Introduction to clay – kneading, rolling, shaping and using a range of tools to model -Learning how to hold a knife and fork correctly – practicing in dough -Scissors – cutting within a quarter of an inch of a line to cut out pictures. -Using a knife to cut soft food correctly using one hand -Can do up own zipper independently</p>	<p>-Controlling a moving ball using a stick -Parts of foot to best strike ball -Throwing and catching smaller balls -Creating obstacle courses and completing effectively -Use of various balance beams with increasing control – able to put socks on and off independently</p> <p>-Initial skills of writing a sentence e.g. finger spaces -Scissor skills – cutting out circle shapes within a half an inch and then a quarter of an inch of the line -Cutting fruit and vegetables using one hand to steady the food -Spreading butter and jam using a knife</p>	<p>-Moving around, under, over and through different objects and equipment -Exploring different ways to jump – ensuing safe landing -Use fingers to push the ball down bounce with 2 hands. -Bounce and catch a tennis ball.</p> <p>-Working on sizing of letter shapes and sitting letters correctly on the line -Continue to develop control – ensuring anti-clockwise movements and retracing vertical lines -Scissors -cuts out squares accurately. -Using the fork to hold food while cutting it with a knife – using motor skills to weave on a large scale</p>	<p>-Travel confidently with control in a range of ways – skip, hop, sidestep, changing direction. -Explore jumps – straight tuck, jumping jack, half turn -Use toes to dribble keeping football close -Trap a ball moving by putting foot on it -Sports day activities – running races, egg and soon, sack race, relay races</p> <p>-Correct formation of capital letters for their name or familiar people -Appropriate letter sizing for differing line widths -Scissor skills – cutting around and out more complex shapes -Using a knife and fork together in both hands when eating</p>
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		-Using a modified knife to cut soft fruit -Beginning to zip up own coat				
PE topics	Movement and motor skills	Gymnastics	Dance	Net/ Wall games	Athletics	Games Skills -Striking and Fielding
	Game Skills - Rolling and Bowling	Game Skills - Throwing and Catching (small balls & beanbags)	Game Skills - Throwing and Catching (Large balls)	Game Skills - Kicking	Games Skills - Bouncing	Game Skills -Sending and Receiving

Literacy

Comprehension Word Reading Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reception RWI phonics

	Sounds taught m a s d t i n p o g c k u b f e l h	Sounds taught r j v y w z x	Sounds taught sh th ch qu ng nk ay ee igh ow	Sounds taught oo oo ar or air ir ou oy ea oi	Sounds taught a-e i-e o—e u-e aw are	Sounds taught Ur er ow ai oa ew
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Reception Literary Canon

Reading	<ul style="list-style-type: none"> · Orally retell a story using props to support · Use some vocabulary from the text when retelling the story 	<ul style="list-style-type: none"> · Discuss characters' feelings in stories. · Use talk to organise, sequence, and clarify thinking, ideas, feelings and events. 	<p>Read some common exception words in line with school's phonic scheme: I and can.</p> <p>Understand that this is a book written about the main character</p>	<p>Discuss why characters are feeling a certain way in a story.</p> <p>Begin to sequence beginning, middle and end of stories.</p> <p>Use talk to</p>	<ul style="list-style-type: none"> · Distinguish between fiction and non-fiction. · Describe a story setting in detail. · Recognise rhyme in a text and identify words that rhyme. · Read simple phonetically decodable words and simple 	
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	<ul style="list-style-type: none"> · Participate in discussion around main characters · Join in with repeated refrains · Understand the role of an author and an illustrator · Begin to explain how the characters feel at key moments in the book (Using illustrations to support) 	<ul style="list-style-type: none"> · Understand questions such as why, how and when. · Distinguish between fiction and non-fiction. · Recall and discuss stories or information that has been read to them, or they have read themselves. · Draw upon knowledge from non-fiction texts. · Talk about the settings of the story. · Discuss the journey of the character. · Talk about the settings of the story. · Discuss the journey of the character. 	(without overt reference to 3rd person.)	<p>organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Begin to show understanding of principal characters within a story by making simple predictions.</p> <p>Read narratives from different settings and compare them to our own setting.</p>	<p>sentences with some intonation and expression</p> <ul style="list-style-type: none"> · Use contrasting illustrations to interpret the text. · Use recently acquired vocabulary to demonstrate an understanding of what has been read. 	
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<p>Oracy</p>	<ul style="list-style-type: none"> · Begin to look in more detail at the illustrations in the text · Explain their idea to a small group in full sentences · Respond to adult prompts · Use pronoun in response to adult · Make appropriate predictions with links to text · Use stem sentences to support delivery of idea (I think the squirrels are squabbling because...) 	<ul style="list-style-type: none"> · Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'. · Make relevant contributions that match what has been asked. · Demonstrate turn taking in conversation. · Write two or three letters in sequence to represent words that they have sounded out. · Hear and write the initial sound and last sound in words. · Spell and write VC and CVC words. 	<p>Make relevant contributions that match what has been asked by comparing new learning with previous learning about autumn.</p>	<p>Describe events that have happened in detail.</p> <p>Retell a story in a series of simple sentences.</p>	<ul style="list-style-type: none"> · Use gestures to support their description · Use adjectives to assist description. · Speak clearly with appropriate volume. · Look at who they are instructing. · Practise the vocabulary learned. 	
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Grammar	<ul style="list-style-type: none"> · Identify prepositions in the text · Orally use prepositions in a sentence · Use pronouns appropriately in dictation · Begin to use the word 'because' to explain and join phrases (with support) 	<ul style="list-style-type: none"> · Use pronouns (he, she, it) in oral sentences. · Break down and organise thoughts into simple sentences. · Begin to use adjectives for orally describe something. · With support, orally rehearse sentences with an adjective 	<p>Break down and organise thoughts</p> <p>into simple sentences in response to</p> <p>what they have seen or experienced.</p>	<p>Use the correct grammatical form of the verb. I <i>swimmed</i> vs I <i>swam</i>.</p> <p>Orally compose a sentence using and as a joining word.</p> <p>Break down and organise thoughts into a sequence of simple sentences.</p>	<ul style="list-style-type: none"> · Use an adjective when orally composing a sentence that describes. · Orally compose a sentence with a subject and verb. · Organise their thoughts into a sequence of simple sentences. · Orally use verbs in a sentence. 	
Writing	<ul style="list-style-type: none"> · Sequence the events of the story 	<ul style="list-style-type: none"> · Compose a sentence orally. · With adult support, begin to make a change 	<p>Orally rehearse what they want to write.</p> <p>Write letters in sequence to</p>	<p>Write a simple sequence of events.</p> <p>Understand that simple factual</p>	<ul style="list-style-type: none"> · Describe a Wild Thing using an image as a stimulus. · Understand the purpose of a rule. 	

	<ul style="list-style-type: none"> · Orally retell the story using the map to support · Add labels to the map using sounds that can be heard · Compose a sentence orally (building on Nursery oral sentences) · Orally use the appropriate pronoun for family member · Label a drawing using initial sounds and CVC words · Create a list using pictures and adult to scribe labels. · Use initial sounds and other letters that can be hear 	<p>to orally composed sentence.</p> <ul style="list-style-type: none"> · Rehearse a sentence out loud. · Understand that simple factual sentences linked together based around a theme create a nonfiction text. · Sit correctly at a table, holding a pencil comfortably and correctly. · Write lower case and capital letters of the alphabet mostly in the correct direction, starting and finishing in the right place. · Write simple CVC words and initial sounds to label pictures. 	<p>represent words they want to write.</p> <p>Use a sentence starter to compose a simple sentence.</p> <p>Know that a list is written top to bottom, and a sentence is written left to right.</p>	<p>sentences linked together based around a theme create a nonfiction text.</p> <p>Rehearse a sentence before writing.</p> <p>Write words that reflect what they can see in an image.</p> <p>Use clear spacing in between words.</p>	<ul style="list-style-type: none"> · Follow the structure of the text. · Write simple sentences that rhyme. · Spell high frequency words correctly. · Write simple factual sentences that direct. · Spell some high frequency words correctly, such as in, get and up. · Understand that instructions must be written in the correct order. 	
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		<ul style="list-style-type: none"> · Hear and write the initial sound and last sound in words. · Spell and write VC and CVC words. · Write two or three letters in sequence to represent words that they have sounded out. · Hear and write the initial sound and last sound in words. · Spell and write VC and CVC words. 				
<p>Key Vocabulary</p>	<p>walk, hen, yard, pond, haycock, mill, across, around, over, past, through, under, fence, beehives, sneaked (sneaks, sneaking) plonked (plonk, plonks) pleasant trailed (trails, trailing) muttered (mutters,</p>	<p>Hunting (hunt, hunts, hunted) Silent Fuss Bounced (bounces) Swooped (swooping) Brave Flapped (flapping), Searched, grin, shriek, magnificent, polite, clutched, keen, grateful, Moors, mountains, river, swamp, fields, forests, reeds, feast, Twirl,</p>	<p>Cosy, miserable, snuggled, shivering, shoved, scraping, fierce, chuckle</p>	<p>crept, wriggled, creaked, wearily, fled, squeezed, hunted, fluttery, peered, waving, shiny, peeped, scurried, skipped, Discovered, slip out, unlike,</p>		

	<p>muttering) groaned (groans, groaning) peace (peaceful) beamed (beams, beaming), squabbling (squabble, squabbled) towering (tower, towered) squealed (squeal, squealing) gathered (gather, gathering) convinced (convince, convincing) sprinted (sprint, sprinting) hollered (holler, hollering) scurried (scurry, scurrying)</p>	<p>tumbling, shove, weary, chuckle, doze, clattering, drifts</p>		<p>tough, damp, suspicious, believed, furious</p>		
<p>Rhymes</p>	<p>5 little speckled frogs, 5 little ducks, 5 little men in a flying saucer, 1,2,3,4,5 once I caught fish alive, Two little dickie birds, Three blind mice, Five current buns, 5 little monkeys jumping on the bed, One finger, one thumb.</p>	<ul style="list-style-type: none"> · Mary, Mary quite contrary · Goosey, Goosey Gander · The big ship sails · Dr Foster went to Gloucester · I know an old lady who swallowed a fly · Here we go round the mulberry bush · Old Mother Hubbard 		<p>Frere Jacques</p> <ul style="list-style-type: none"> · Ring, a ring, of roses · Hot cross buns · Are you sleeping? · Oranges and lemons · London bridge is falling down · The animals went in two by two 		

	Twinkle, twinkle chocolate bar, Incy, wincy spider climbed up a tree, Baa, baa, blue sheep, 5 little monkeys swinging from a tree		· When Goldilocks went to the house of the bears · There was a princess long ago		· Jambo · Bobby Shaftoe's Gone to Sea	
Traditional tales	Little red hen	Three little pigs	Red Riding Hood	Ugly Duckling	Rumpelstiltskin	Chicken Licken

Mathematics

Number Number Pattern

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Focus: Subitising</p> <p>Subitise 1 and 2</p> <p>Subitise 3</p> <p>Make and describe special patterns with 3 dots</p> <p>Represent quantities on their fingers in different ways</p>	<p>Focus: Counting, cardinality and ordinality</p> <p>Practise counting each object, action or sound once</p> <p>Hear and join in with the counting sequence to 5</p> <p>Tag each object with 1 number word (1:1 correspondence)</p>	<p>Focus: Counting, cardinality and ordinality</p> <p>Recognise numerals 1–5</p> <p>Order numbers from 1–5.</p> <p>Match numerals to quantities in order</p>	<p>Comparison</p> <p>Subitise arrangements of 6 and NOT 6</p> <p>Order Numberblock images to 8.</p> <p>Represent 8 as '5 and 3 more'</p> <p>Describe how to place the numbers 1 to 8 in order.</p>	<p>Focus: Subitising</p> <p>Visualise, make and describe spatial arrangements of 6.</p> <p>Practise subitising to 6</p> <p>Listen to rhythmic patterns of up to 5 sounds and determine the quantity</p>	<p>Focus: Composition</p> <p>Recap the numbers 6 to 9 in the '5 and a bit' structure</p> <p>Recap that 10 can be composed of 5 and 5 identify when 10 is shown using structured</p>

	<p>Identify sub-groups of 1, 2 and 3 within larger arrangements</p> <p>Focus: Counting, cardinality and ordinality</p> <p>Hear and join in with the counting sequence to 5, including using songs and rhymes</p> <p>See that counting is useful because it tells us 'how many'</p> <p>See that the last number in the count tells us 'How many altogether' (cardinality).</p> <p>Practise counting each object, action or sound once and only once.</p> <p>Experience counting sounds</p> <p>Record the results of their count</p>	<p>See that they have 5 fingers on one hand.</p> <p>Make collections of 5 in different ways.</p> <p>Use a die frame to represent 5.</p> <p>Count each object, action or sound once</p> <p>Count 5 and 5 to make 10 altogether.</p> <p>Focus: Comparison</p> <p>Practise subitising amounts to 4</p> <p>Revisit 'more than' or 'fewer than' by looking.</p> <p>Compare groups of up to 3 objects by matching them 1:1</p> <p>Say when they have an equal number.</p>	<p>Help to build towers in order from 1–5 squares</p> <p>See the staircase pattern and recognise that each number is 1 more.</p> <p>Order towers of 1–5 interlocking cubes</p> <p>Notice when we have '1 more' and when we do NOT have '1 more'.</p> <p>Match numerals to representations</p> <p>Represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.</p> <p>Focus: Composition</p>	<p>Explain how to order quantities to 10</p> <p>Reason about which numbers are 'more than' others.</p> <p>Consolidate their understanding of 8 as '5 and 3 more'</p> <p>Notice when numbers are increased or decreased and explain their thinking.</p> <p>Focus: Composition</p> <p>Use skills of conceptual subitising to describe parts of a whole set</p> <p>Visualise arrangements and</p>	<p>Recognise Number blocks and related doubles patterns on their fingers without counting.</p> <p>Subitise doubles amounts shown on 10-frames.</p> <p>Focus: Composition</p> <p>Recap that there are 5 fingers on 1 hand</p> <p>Consolidate their use of finger patterns to represent the composition of 5.</p> <p>Identify a missing part of 5.</p> <p>Identify when a set of objects has 5/NOT 5</p>	<p>arrangements of objects.</p> <p>Match numerals to quantities shown as the 5 and a bit structure</p> <p>Explore ways in which 10 can be composed of 2 parts</p> <p>Represent the composition of 10 using dice frames and finger patterns.</p> <p>Use structured arrangements to find missing parts of 10</p> <p>Solve problems involving the composition of 10.</p> <p>Identify pairs of numbers that make 10 in unstructured arrangements</p>
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	<p>Count each object, action or sound once and only once.</p> <p>Focus: Composition</p> <p>Know that 2 is made of 1 and 'another 1'</p> <p>Make their own collections of 2 objects and identify the '1 and another 1' within them.</p> <p>Identify when a collection is composed of 3 objects</p> <p>Produce their own collection of 3.</p> <p>Identify when a collection is composed of 3 or NOT 3</p> <p>See that 4 can be made with four 1s.</p> <p>Focus: Subitising</p>	<p>Say when there is an equal number, too many or not enough.</p> <p>Build towers with an equal number of squares</p> <p>Match the squares in the towers 1:1</p> <p>Say when there is an equal number, too many or not enough.</p> <p>Focus: Composition</p> <p>Identify the 'whole' when shown 1 part of a familiar object</p> <p>Identify that the parts are still visible when they are assembled to make the whole</p> <p>Hear the language of 'whole' and 'parts'.</p> <p>Identify parts of their own body</p>	<p>Show numbers to 5 using their fingers</p> <p>See that 5 can be partitioned into 4 and 1.</p> <p>Show ways of making 5 on their fingers</p> <p>See that 5 can be partitioned into 3 and 2.</p> <p>Find ways to partition a set of 5.</p> <p>Understand that 5 can be partitioned (split) into different parts</p> <p>Be able to explain what the parts are</p> <p>Use what they know about 5 to</p>	<p>use gestures to describe the numbers within a whole set</p> <p>Investigate ways of making 7 with two parts</p> <p>Use their fingers to make and describe 7 as '5 and 2 more'.</p> <p>Notice when towers are made of 7 or NOT 7 interlocking cubes</p> <p>Work out the missing part of 7 using the '5 and a bit' structure.</p> <p>See that 7 can be composed in different ways</p> <p>Explain their understanding of the composition of 7.</p>	<p>Identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2.</p> <p>Identify arrangements of 6 or 7 objects</p> <p>Represent numbers 6 – 9 on their fingers as '5 and a bit'.</p> <p>Focus: Counting, cardinality and ordinality</p> <p>Recognise numerals 1–5</p> <p>Order numbers from 1–5.</p> <p>Match numerals to quantities in order</p>	<p>Identify a missing part of 10 in structured arrangements.</p> <p>Focus: Comparison</p> <p>Join in with a backward count from 5 to 1</p> <p>Order towers of cubes or number plates from 1–10 on a class number track.</p> <p>Use language to describe positions on a number track.</p> <p>Identify whether numbers are before or after 5 on the number track.</p> <p>Begin to understand the rules for simple linear track games.</p>
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	<p>Subitise arrangements of 2 and 3</p> <p>Practise making 2s and 3s with their fingers</p> <p>Subitise auditory patterns up to 3.</p> <p>Identify when a small collection is rearranged or the quantity changed.</p> <p>Show small quantities on their fingers</p> <p>Use positional language to describe patterns of 4.</p> <p>Make patterns showing 4</p> <p>Focus: Comparison</p> <p>Represent a given number on their fingers without looking</p> <p>Compare 2 sets of objects and say which is 'more than'.</p>	<p>Recognise that some whole objects have parts that cannot be removed.</p> <p>Identify parts of some animals' bodies</p> <p>Recognise that some whole objects have parts that cannot be removed.</p> <p>Investigate ways to compose and decompose sets of 2 and 3</p> <p>Know that 1 and 2 are parts of 3.</p> <p>Focus: Composition</p> <p>Investigate ways to compose and decompose sets of 3</p> <p>Explore how 1 and 2 are parts of 3.</p> <p>Investigate ways to compose and decompose 4.</p>	<p>work out a hidden number.</p> <p>Focus: Composition</p> <p>See that there are 5 dots on a die pattern</p> <p>Represent 4 in different ways on a die frame.</p> <p>Use their fingers to represent 6 as '5 and a bit'</p> <p>Use double dice frames to represent 6 as 5 and 1 more.</p> <p>Match die representations of numbers 1–6 to representations on their fingers</p> <p>See that 5 and '2 more' make 7.</p>	<p>Focus: Counting, cardinality and ordinality</p> <p>Count things that cannot be seen – sounds</p> <p>Revisit rules for how to count</p> <p>Discuss and practise strategies for counting larger sets.</p> <p>Count things that cannot be seen – actions</p> <p>Discuss and practise strategies for counting larger sets by moving objects.</p> <p>Count things that cannot be seen – periods of time</p>	<p>Help to build towers in order from 1–5 squares</p> <p>See the staircase pattern and recognise that each number is 1 more.</p> <p>Order towers of 1–5 interlocking cubes</p> <p>Notice when we have '1 more' and when we do NOT have '1 more'.</p> <p>Match numerals to representations</p> <p>Represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.</p> <p>Focus: Composition</p>	<p>Reason about the position of numbers on a number track</p> <p>Describe and follow the rules for simple, linear track games.</p> <p>Focus: Subitising on a rekenrek</p> <p>Subitise numbers up to 5 represented by finger patterns</p> <p>Orientate a rekenrek correctly and push a number of beads with one finger.</p> <p>Subitise numbers up to 5 using linear dot patterns</p> <p>Use 'one finger, one push' to move a number of beads on the top row ALL AT</p>
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	<p>compare 2 sets of objects and say which is 'more than' or 'fewer than'.</p>	<p>Use spatial language to describe the shapes</p> <p>Explain that different parts can make the same whole.</p> <p>Investigate ways to compose and decompose 5</p> <p>Focus: Subitising</p> <p>Use their fingers to quickly show quantities on 1 hand</p> <p>Recognise the numerals 1–5</p> <p>Begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots.</p> <p>Subitise linear and paired arrangements of 2, 3 and 4 dots</p>	<p>Count out 6 blocks from a collection</p> <p>Replace 1 block and know that there are still 6</p> <p>Add another block to make 7.</p> <p>Focus: Comparison</p> <p>Use 'more than' and 'fewer than' to describe quantities</p> <p>Say when they can see that someone has more or fewer of the same kind of object</p> <p>Know that it is quantity – not colour – that determines if 1 set has more or fewer of the same</p>	<p>Discuss and practise strategies for counting larger sets by moving images</p> <p>Make or represent their own collections of larger amounts.</p> <p>Practise counting on from a given number</p> <p>Discuss and practise strategies for counting larger amounts that cannot be moved.</p> <p>Subitising</p> <p>Visualise, make and describe spatial arrangements of 6.</p> <p>Practise subitising to 6</p> <p>Listen to rhythmic patterns of up to</p>	<p>Show numbers to 5 using their fingers</p> <p>See that 5 can be partitioned into 4 and 1.</p> <p>Show ways of making 5 on their fingers</p> <p>See that 5 can be partitioned into 3 and 2.</p> <p>Find ways to partition a set of 5.</p> <p>Understand that 5 can be partitioned (split) into different parts</p> <p>Be able to explain what the parts are</p> <p>Use what they know about 5 to work out a hidden number.</p>	<p>ONCE to the far left of the rekenrek.</p> <p>Subitise numbers up to 5 using standard and non-standard dot patterns</p> <p>Use 'one finger, one push' to subitise and explore '1 more' patterns of beads on the rekenrek.</p> <p>Subitise numbers up to 5 represented on dice frames</p> <p>Use 'one finger, one push' to subitise and explore '1 fewer' patterns of beads on the rekenrek.</p> <p>Review and assess Focus: comparison</p>
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	<p>Visualise and recreate arrangements of 3, 4 and 5 dots</p> <p>Match arrangements of 3, 4 and 5 dots to the correct numerals. Match numerals to quantities for 1–5</p> <p>Recognise die arrangements</p> <p>Visualise and describe arrangements of dots on a die</p> <p>Use dice to link subitised amounts with 1-to-1 counting actions</p> <p>Recognise die patterns to 6</p> <p>Link die patterns to numbers shown on their fingers</p> <p>Use die patterns to play track games.</p>	<p>type of object than another.</p> <p>Use the words ‘an equal number’ to say when there is the same number of items in 2 sets</p> <p>Say when they can see an equal number.</p> <p>Focus: Counting, cardinality and ordinality</p> <p>Practise counting aloud Revisit the principles of counting.</p> <p>Use generalised statements to describe the ‘5 and a bit’ composition of the numbers 6–8.</p> <p>Investigate the ‘1 more/1 less’</p>	<p>5 sounds and determine the quantity</p> <p>Recognise Number blocks and related doubles patterns on their fingers without counting.</p> <p>Subitise doubles amounts shown on 10-frames.</p> <p>Focus: Composition</p> <p>Recap that there are 5 fingers on 1 hand</p> <p>Consolidate their use of finger patterns to represent the composition of 5.</p> <p>Identify a missing part of 5.</p>	<p>Focus: Composition</p> <p>See that there are 5 dots on a die pattern</p> <p>Represent 4 in different ways on a die frame.</p> <p>Use their fingers to represent 6 as ‘5 and a bit’</p> <p>Use double dice frames to represent 6 as 5 and 1 more.</p> <p>Match die representations of numbers 1–6 to representations on their fingers</p> <p>See that 5 and ‘2 more’ make 7.</p> <p>Count out 6 blocks from a collection</p>	<p>Subitise quantities to 5</p> <p>Say which set of up to 10 objects contains more than the other.</p> <p>Use their fingers to show ‘more than’ numbers to 10</p> <p>Use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number.</p> <p>Subitise ‘1 more’ amounts to 5</p> <p>Order towers to 10 – recognising the ‘1 more’ pattern of number.</p> <p>Use their fingers to show ‘more than’ numbers to 10</p>
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			<p>pattern of the base-10 counting system</p> <p>Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure.</p> <p>Describe the '1 more/1 less' relationship of numbers to 10</p> <p>Work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.</p>	<p>Identify when a set of objects has 5/NOT 5</p> <p>Identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2.</p> <p>Identify arrangements of 6 or 7 objects</p> <p>Represent numbers 6 – 9 on their fingers as '5 and a bit'.</p>	<p>Replace 1 block and know that there are still 6</p> <p>Add another block to make 7.</p>	<p>Explore the order and magnitude of numbers to 10.</p> <p>Review and assess focus: Counting beyond 20</p> <p>Subitise numbers to 5 and make equivalent amounts with their rekenreks</p> <p>Count out 6 or 8 objects from a larger group and check by counting 1-to-1</p> <p>Arrange 6 or 8 objects into groups that can be subitised.</p> <p>Join in with the counting sequence to 10</p> <p>Recognise and show numbers from 5 to 10 in '5</p>
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						<p>and a bit' arrangements</p> <p>Remember to stop when they count to the end of a set of up to 10 jumps/claps/hops.</p> <p>Count 20 objects</p> <p>Practise saying the tricky 'teen' numbers.</p> <p>Practise counting to 100</p> <p>Share strategies for counting larger amounts that can't be moved.</p>
	Autumn 1 – Me and my world	Autumn 2 – Darker nights and sleepy creatures/celebrations	Spring 1 – The big wide world	Spring 2 – Life cycles	Animals around the world	Summer 2 – The seaside
Reception						

	<ul style="list-style-type: none"> - Be able to name and talk about the members of their family/special people in their lives - Be able to talk about their likes, dislikes and favourite things. - To understand some of the people who help us eg. Police, doctors, vets, nurses, firemen. - Begin to talk about differences in facial features - Be able to use and name our 5 senses to explore the world around us. - Be able to name body parts and talk about parts of the body which help us do different things. <p>We can explore ways objects move by pushing and pulling.</p>	<ul style="list-style-type: none"> - We can talk about family celebrations using photos and memories. - We know that Diwali is a celebration and how it is celebrated - We know that Advent is the time when we prepare for Christmas and can talk about some of the things which happen during this time. - We can talk about bonfire night and how to be safe. - We can name some woodland animals and can talk about hibernation. - We can recognise that it starts to get dark earlier. <p>We can experiment with materials to see which let light through and which do not.</p>	<ul style="list-style-type: none"> - We know that the country where we live is England. - We can name the continents and begin to recognise where they are on a map. - We know that countries are made up of small places. - We know London is our capital city. - We know Durham is our nearest city. - We can explore the difference between urban and rural settings. - We can talk about features deserts - We can talk about features of forests. - We recognise that people around the world wear 	<ul style="list-style-type: none"> - We know that all living things grow and change. - We can observe and talk about the simple life cycles of: babies – adults, - Eggs – frogs - Eggs – hens - Seed – flower - We recognise that spring is a season of growth and change. - We can recognise that it gets dark later. - We recognise buds on trees and plants starting to grow. - We can plant our own seeds, know what they need and how to 	<ul style="list-style-type: none"> - We can name continents. - We can name animals which are native to each of the continents. - We can name and identify features of some habitats such as woodland, pond, artic, desert. - Look closely at the similarities and difference between animals from different environments – hot and cold place. - To know that animals have adapted to their environment to survive: - Polar bears have white think fur because it is cold and snowy where they live - Elephants have big ears to cool them down because it is hot where they live 	<p><u>Past and present</u></p> <ul style="list-style-type: none"> - To know some similarities and differences between the seaside in the past and seaside in the present. Eg. Punch and Judy. - To know how the seaside has changed over time. - To talk about their own past beach tips using photographs from home. <p><u>People, culture and communities</u></p> <ul style="list-style-type: none"> - Keeping safe in water and people who help us to do so. Eg. Lifeguards. - To talk about their own past beach trips using photographs from home. - Talk about the differences between our immediate environment and the seaside using photos. <p><u>The natural world</u></p> <ul style="list-style-type: none"> - To name items which float and
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			<p>different clothes.</p> <ul style="list-style-type: none"> - We can explore freezing and melting. 	<p>care for them.</p> <ul style="list-style-type: none"> - We know that we start to see more insects. <p>We can use vocabulary such as last week to talk about changes in caterpillars/ cocoons. We can name parts of a plant.</p>	<ul style="list-style-type: none"> - Monkeys have long tails to help them balance when climbing trees - Camels store fat in their hump and can survive with very little water. - Kangaroos store babies in their pouch and have strong legs. - 	<p>sink and make links between float/ sink and light/ heavy.</p> <ul style="list-style-type: none"> - To identify where land, sea and the seaside are on a map/ globe. - To discuss the effects of litter/ plastic on sealife. - To name animals which live at the seaside and under the sea. - To name key features of the seaside.
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	Autumn/ Winter	Winter/ Spring	Spring/ Summer
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Expressive Arts and Design

Creating with materials Being imaginative and expressive

Reception						
Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials
<p>To name colours.</p> <p>To create simple representations of people and objects.</p> <p>To explore simple techniques for joining</p>	<p>To use shape to add facial features to people</p> <p>To explore different techniques for joining materials using recycled materials.</p> <p>To use scissors for creating snowflakes.</p>	<p>To experiment with different mark making tools such as pastels and chalk.</p> <p>To explore a range of materials for collaging.</p>	<p>To recognise different shades of colour.</p> <p>To use cotton buds/ bottle bottoms for printing blossom trees.</p> <p>To use water colours and white wax</p>	<p>To use scissors for cutting curves lines to make snakes.</p> <p>We can use clay to make animals and talk about the different parts.</p>	<p>We can use natural resources include flowers, fruit and veg for painting.</p> <p>We can experiment with waterproof materials to decide</p>	

	<p>materials using recycled materials</p> <p>To draw and colour with pencils and crayons.</p> <p>To explore paint with paint brushes</p> <p>To experiment with colouring mixing.</p> <p>To use colours for a particular purpose.</p> <p>Being Imaginative and Expressive</p> <p>We can act out familiar stories and come up with our own narratives.</p> <p>We can sing simple songs and rhymes.</p>	<p>To use colours for a particular purpose.</p> <p>Making hibernation houses.</p> <p>To use apples for printing poppy art.</p> <p>To use clay to create Diwa lamps.</p> <p>Being Imaginative and Expressive</p> <p>We can experiment with musical instruments</p> <p>We can take on a role in the Nativity play</p> <p>We can join in singing Christmas carols and songs.</p>	<p>To continue to explore joining techniques</p> <p>for a range of materials.</p> <p>To use paint and paint brushes to paint onto blocks of ice.</p> <p>To experiment with colouring mixing by adding white to make colours lighter.</p> <p>Being Imaginative and Expressive</p> <p>Listen Chinese music and take part in Chinese dragon dance.</p> <p>Explore how music can represent feelings.</p>	<p>crayons to create clouds and sky.</p> <p>To use collaging materials to create flowers</p> <p>To draw and colour with pencils and crayons whilst trying to stay in lines.</p> <p>Being Imaginative and Expressive</p> <p>Copy simple patterns instruments.</p> <p>Act act/ person the story of the hungry caterpillar.</p>	<p>Threading with flowers.</p> <p>Being Imaginative and Expressive</p> <p>Explore ways in which different animals move.</p> <p>Using more detailed language and expressive voices in role play</p>	<p>which will be best to make a boat.</p> <p>We can design and make a rainbow salad.</p> <p>Being Imaginative and Expressive</p> <p>Creating own songs and rhymes</p> <p>Retell and act out seaside themed stories</p>
Kapow - music	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band