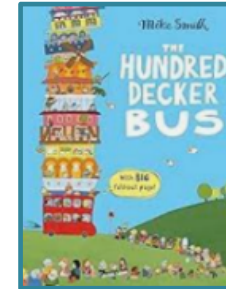
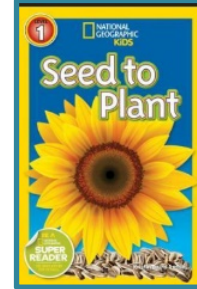
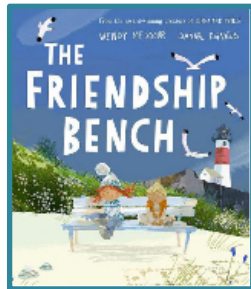


# Wigan St Andrew's CofE Primary School Reception Curriculum 2025 to 2026



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

## Early Years at Primary School – *Intent, Implementation & Impact*

*Children are powerful learners – Development Matters, September 2023*

### Intent

At our school, we recognise that many children enter the Early Years Foundation Stage with skills and experiences below those typical for their age, particularly in communication and language, personal development, and early literacy. Therefore, our intent is to provide a nurturing, inclusive, and ambitious EYFS curriculum that ensures every child receives the best possible start to their education. We aim to:

- Welcome every child as a unique child of God into a safe, loving, and inclusive school family rooted in a Christian vision, where all can flourish.
- Recognise early learning as the foundation for lifelong learning, wellbeing, and spiritual development.
- Enable children to “live life in all its fullness,” developing confidence, independence, curiosity, and resilience.
- Embed Christian values (compassion, peace, forgiveness, trust, and thankfulness), guiding children to care for themselves, others, and God’s world, while fostering relationships and a sense of belonging.
- Begin learning from each child’s starting point, interests, and needs, leading to a rich, ambitious, vocabulary-led curriculum that builds secure knowledge and skills.
- Support all children to make good or better progress and be fully prepared for Key Stage 1, confident and secure in their identity as children of God.
- Be underpinned by the belief: “With God, all things are possible.”

### Early Years aims:

- Nurture each child as a unique child of God
- Develop communication, language, and vocabulary
- Foster independence, curiosity, and love of learning
- Support wellbeing, emotional security, and resilience
- Build social skills through Christian values
- Enable all children to reach their God-given potential regardless of starting point
- Prepare children for Key Stage 1

### Implementation

Learning is carefully planned around each child's starting points, interests and next steps, in line with the EYFS statutory framework. Our curriculum is ambitious, coherent and thoughtfully sequenced to ensure every child makes progress across all seven areas of learning.

### Key features of our implementation include:

- High-quality teaching and purposeful interactions bring the EYFS curriculum to life across all Prime and Specific Areas, with the Characteristics of Effective Learning central to all provision
- Detailed knowledge of each child is gathered at the start of the year through observations, family and nursery partnerships, shaping an ambitious and tailored curriculum with a strong focus on speech, language and vocabulary
- Christian values of compassion, peace, forgiveness, trust and thankfulness are embedded throughout daily routines and interactions, with spiritual development nurtured through reflection, awe and wonder
- A rich balance of child-initiated and adult-led experiences across well-designed indoor and outdoor environments promotes exploration, curiosity, investigation and problem-solving

- Learning journals, ongoing assessment and strong family partnerships through workshops, stay-and-play and celebrations to ensure every child's journey is tracked, shared and celebrated
- Safeguarding, inclusion and early identification of need are fundamental, with provision adapted so that all children, including those with SEND, are fully included and able to thrive

Staff use assessment to inform planning and adapt teaching so that all children are supported and challenged appropriately. This includes:

- Regular tracking and review of progress across all areas of learning
- Timely identification of gaps and swift targeted intervention
- Adaptive teaching responding to individual and group needs
- Collaboration with the SENCo, families and external agencies where needed

## Impact

As a result of our EYFS provision, we strive for every child to make good or better progress from their starting points, leaving Reception truly equipped with the knowledge, skills and values needed to flourish in Key Stage 1 and beyond.

Our impact is seen in children who:

- Communicate confidently and with a rich, expressive vocabulary
- Demonstrate independence, resilience and a genuine love of learning
- Form secure, trusting relationships with adults and peers
- Show compassion, peace, forgiveness and thankfulness in their everyday interactions
- Regulate their emotions and resolve conflicts with growing confidence
- Engage enthusiastically in learning across all environments, indoors and outdoors
- See themselves as unique, capable and deeply valued children of God

## Monitoring & Assessment







- Ongoing observation and formative assessment continuously inform each child's next steps
- Termly summative data and thorough staff analysis evaluate the effectiveness of our provision and identify areas for development
- Regular internal and external moderation ensures our judgements are accurate, consistent and aligned with national expectations

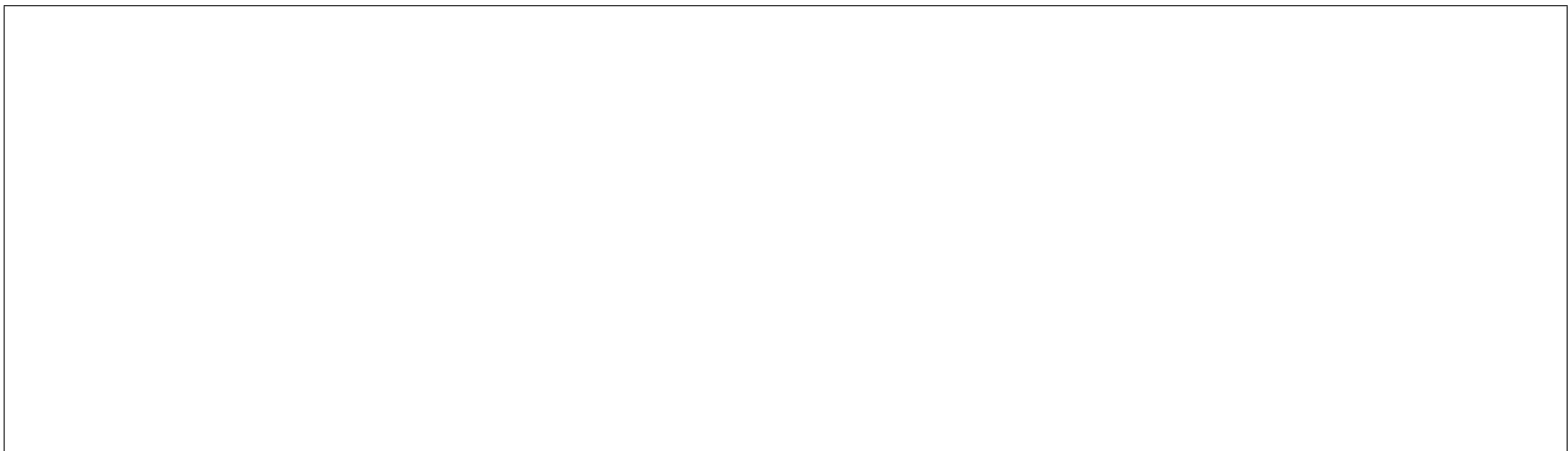
## Transition

- Strong, proactive communication between Foundation Stage and Key Stage 1 ensures a smooth, well-planned transition with clear continuity of both learning and pastoral care

Ultimately, our impact is measured not just in data, but in children who leave our Early Years setting confident, capable, compassionate and full of hope trusting that with God, all things truly are possible.

Intent:  Implementation:  Impact:

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS Theme</b>	<b>All About Me</b>	<b>Autumn / The Woodland</b>	<b>Animals in Cold Countries</b> The wider world	<b>Animals in Hot Countries</b> The wider world	<b>Lifecycles</b>	<b>Journeys</b>
<b>Key Texts</b>  See linked medium term plans: <input type="checkbox"/> small steps in learning <input type="checkbox"/> weekly literacy plans with adapted teaching and learning guidance <input type="checkbox"/> adult-led and continuous provision linked learning across all areas of the curriculum.						
<b>Linked texts</b> Fiction Non-fiction Traditional tales Diversity / Inclusion  Books read at story time and within provision linked to children's ongoing interests	<div data-bbox="409 770 683 922" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Non-fiction</b></p> <ul style="list-style-type: none"> <li>Happy in Our Skin – Fran Manushkin</li> <li>Different Families – Melissa Higgins</li> <li>Who Are You? – Smriti Halls</li> <li>My Body – Jill McDonald</li> <li>My Book of Dogs and Puppies – DK</li> </ul> </div> <div data-bbox="409 946 683 1098" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>My Hair – Hannah Lee</li> <li>Susan Laughs – Jeanne Willis &amp; Tony Ross</li> <li>What Happened to You? – James Catchpole</li> <li>10 Dogs – Emily Gravett</li> <li>I Spy Pets – Edward Gibbs</li> </ul> </div> <div data-bbox="409 1121 683 1273" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Non-fiction</b></p> <ul style="list-style-type: none"> <li>We All Have Different Families – Melissa Higgins</li> <li>Happy in Our Skin – Fran Manushkin</li> <li>My Hair – Hannah Lee</li> <li>Who are you? – Smriti Halls</li> <li>It's OK to be Different – Todd Parr</li> </ul> </div> <div data-bbox="409 1297 683 1465" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>Hello, Friend! – Rebecca Cobb</li> <li>What Happened to You? – James Catchpole</li> <li>Mama Zooms – Jane Cowen-Fletcher</li> <li>Superpower Like Mine – Dr Ranju</li> <li>Susan Laughs – Jeanne Willis</li> </ul> </div>	<div data-bbox="710 770 983 922" style="border: 1px solid orange; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>Hattie Peck – Emma Levey</li> <li>Farmer Duck – Martin Waddell</li> <li>Olivers Vegetables – Vivian French</li> <li>The Giant Jam Sandwich – Janet Burroway</li> <li>Pumpkin Soup – Helen Cooper</li> <li>The Enormous Turnip – Irene Yates (Ladybird)</li> </ul> </div> <div data-bbox="710 946 983 1098" style="border: 1px solid orange; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>Owl Babies – Martin Waddell</li> <li>After the Storm – Nick Butterworth</li> <li>The Very Helpful Hedgehog – Rosie Wellesley</li> <li>A Little Bit Worried – Clara Gavin</li> <li>Tidy – Emily Gravett</li> </ul> </div> <div data-bbox="710 1121 983 1273" style="border: 1px solid orange; padding: 5px;"> <p><b>Complementary Texts: Non-fiction</b></p> <ul style="list-style-type: none"> <li>Owls in the Night – Catherine Baker (Big Cat)</li> <li>What Can You See in Autumn – Sian Smith</li> <li>What's Inside? – Monica Hughes</li> <li>Autumn is Here – Heidi Pross Gray</li> <li>Walk in the Woods – Flora Martyn &amp; Hannah Tolson</li> </ul> </div> <div data-bbox="710 1297 983 1465" style="border: 1px solid orange; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>Owl Babies – Martin Waddell</li> <li>After the Storm – Nick Butterworth</li> <li>The Very Helpful Hedgehog – Rosie Wellesley</li> <li>A Little Bit Worried – Clara Gavin</li> <li>Tidy – Emily Gravett</li> </ul> </div>	<div data-bbox="1008 770 1281 922" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Non-fiction &amp; Rhyme</b></p> <ul style="list-style-type: none"> <li>Hello Mr Whale – Sam Boughton</li> <li>Storms – Katherine Baker</li> <li>Whales – Heather Marshall</li> <li>Pet Cat, Big Cat – Alison Hawes</li> <li>How Long is a Whale? – Alison Lementani</li> </ul> </div> <div data-bbox="1008 946 1281 1098" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>Author Study, Benji Davies (i) The Storm Whale (ii) Grandma Bird (iii) The Great Storm Whale</li> <li>The Unexpected Visitor – J. Courtney-Tickle</li> <li>The Snail and the Whale – Julia Donaldson</li> <li>The Whale Who Wanted More – Rachel Bright</li> </ul> </div> <div data-bbox="1008 1121 1281 1273" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Non-fiction / Poetry</b></p> <ul style="list-style-type: none"> <li>Busy Penguins – John Schindel</li> <li>Baby Polar Bear – Anne Rooney</li> <li>Who lives here? Polar Animals - Deborah Hodge</li> <li>Penguins – Susanna Davidson</li> <li>Polar Animals (Animal Verse) – Paul Hess</li> </ul> </div> <div data-bbox="1008 1297 1281 1465" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>I Can Fly – Fil Kuo</li> <li>I Follow the Fox – Rob Bidulph</li> <li>Well Done Mummy Penguin – Chris Haughton</li> <li>Nabil Steals a Penguin – Nasharil Reed</li> <li>The Snow Thief – Alice Hemming</li> </ul> </div>	<div data-bbox="1305 770 1579 922" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Non-fiction</b></p> <ul style="list-style-type: none"> <li>Hello Mrs Elephant – Sam Boughton</li> <li>Meerkats – National Geographic Kids</li> <li>A Zebra's Day – National Geographic Kids</li> <li>Lions – National Geographic Kids</li> <li>Big Cat Babies – Big Cat Collins</li> </ul> </div> <div data-bbox="1305 946 1579 1098" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>Arlo – Catherine Rayner</li> <li>Abigail – Catherine Rayner</li> <li>Solomon Crocodile – Catherine Rayner</li> <li>Little Red and the Very Hungry Lion – Catherine Rayner</li> <li>The Blue Umbrella – Emily Ann Davison</li> </ul> </div> <div data-bbox="1305 1121 1579 1273" style="border: 1px solid orange; padding: 5px;"> <p><b>Complementary Texts: Non-fiction and Rhyme</b></p> <ul style="list-style-type: none"> <li>Swing Sloth – National Geographic Kids</li> <li>Hang on Monkey – National Geographic Kids</li> <li>We're Roaming in the Rainforest – Laurie Krebs</li> <li>Over in the Jungle – Marianne Berkes</li> <li>Rumble in the Jungle – Giles Andreae</li> </ul> </div> <div data-bbox="1305 1297 1579 1465" style="border: 1px solid orange; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>Jazzy in the Jungle – Lucy Cousins</li> <li>Leap Frog – Jane Clarke</li> <li>Chimp and Zee – Laurence Anholt</li> <li>Animal Crackers – Ruby Wright</li> <li>From My Window – Olavia Junior</li> <li>Along the Tapajós – Fernando Vilela</li> </ul> </div>	<div data-bbox="1603 770 1877 922" style="border: 1px solid green; padding: 5px;"> <p><b>Complementary Texts: Non-fiction</b></p> <ul style="list-style-type: none"> <li>Lift &amp; Look Fruit &amp; Vegetables – Tracy Cottingham</li> <li>Lift &amp; Look Trees – Tracy Cottingham</li> <li>Lift &amp; Look Flowers – Tracy Cottingham</li> <li>Seeds – John Townsend</li> <li>What's Inside – Monica Hughes</li> </ul> </div> <div data-bbox="1603 946 1877 1098" style="border: 1px solid green; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>Extraordinary Gardner – Sam Boughton</li> <li>Jack and the Beanstalk – Traditional Tale</li> <li>The Girl Who Planted Trees – Caryl Hart</li> <li>Oliver's Vegetables – Vivian French</li> <li>That's My Flower – Alice Hemming</li> </ul> </div> <div data-bbox="1603 1121 1877 1273" style="border: 1px solid green; padding: 5px;"> <p><b>Complementary Texts: Non-fiction</b></p> <ul style="list-style-type: none"> <li>Things with Wings – Paul Shipton</li> <li>Lift and Look Bugs – Tracy Cottingham</li> <li>Caterpillar to Butterfly – National Geographic (L1)</li> <li>Caterpillar to Butterfly – American Museum of Natural History</li> <li>Shelly Hen Lays Eggs – Deborah Chancellor</li> <li>Nature Trail – Benjamin Zephaniah</li> </ul> </div> <div data-bbox="1603 1297 1877 1465" style="border: 1px solid green; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>The Ugly Duckling – Traditional Tale</li> <li>Christopher's Caterpillars – Charlotte Middleton</li> <li>A Good Place – Lucy Cousins</li> <li>Matisse's Magical Trail – Tim Hoppgood</li> <li>It Fell from the Sky – Eric Fan</li> <li>Tad – Benji Davis</li> <li>Gozzle – Julia Donaldson</li> </ul> </div>	<div data-bbox="1901 770 2175 922" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Non-fiction</b></p> <ul style="list-style-type: none"> <li>Make Tracks – Emergency – Building Site – Trains – Johnny Dyrander</li> <li>I'm the Bus Driver – David Semple (Revisit Nursery Text)</li> <li>My Big Book of Transport – Moira Butterfield</li> <li>Oxford Very First Atlas – Dr Patrick Weigand</li> <li>Maps – Karen Wallace (Big Cat Collins)</li> <li>Wheels on the Bus – Stella Blackstone (Barefoot Books)</li> </ul> </div> <div data-bbox="1901 962 2175 1177" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>The Hundred Decker Rocket – Mike Smith</li> <li>Naught Bus – Jan and Jerry Oke</li> <li>You Can't Take an Elephant on a Bus – Patricia Cleveland-Peck</li> <li>Martha Maps It Out – Leigh Hodgkinson</li> <li>Mrs Armitage on Wheels – Quentin Blake</li> <li>There's a Tiger on the Train – Mariesa Dulak</li> <li>Christopher's Bicycle – Charlotte Middleton</li> </ul> </div> <div data-bbox="1901 1201 2175 1337" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Non-fiction</b></p> <ul style="list-style-type: none"> <li>Ten Things I Can Do to Help My World – Melanie Walsh</li> <li>Brilliant Recycling Project Book – Sara Stanford</li> <li>Look What I Found at the Seaside – Moira Butterfield</li> <li>Look Inside Seas and Oceans – Megan Cullis</li> </ul> </div> <div data-bbox="1901 1361 2175 1513" style="border: 1px solid blue; padding: 5px;"> <p><b>Complementary Texts: Fiction</b></p> <ul style="list-style-type: none"> <li>The Unexpected Visitor – J Courtney-Tickle</li> <li>Somebody Crunched Colin – Sarah Roberts</li> <li>Michael Recycle – Ellie Bethel</li> <li>The Wide, Wide Sea – Anna Wilson</li> <li>Stella and the Seagull – Georgina Stevens</li> </ul> </div>



<b>Key Poem</b> <i>See linked medium term plans</i>	<b>Oh Dear!</b> <i>Michael Rosen</i>	<b>I'm a Little Snowman</b> <i>Anon</i> <i>Tune: I'm a Litte Teapot</i>		<b>Springtime</b> <i>Anon</i>		<b>Braving the Sea</b> <i>Philip Wadell</i>
<b>Linked rhymes / songs</b>	<ul style="list-style-type: none"> <li>▪ Dr Foster</li> <li>▪ Wee Willie Winkie</li> <li>▪ My Pet and Me</li> <li>▪ How Much is that Doggy</li> <li>▪ Heads Shoulders Knees and Toes</li> <li>▪ I've Got a Body</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Farmer is the Den</li> <li>▪ Old McDonald</li> <li>▪ Little Red Hen</li> <li>▪ I am the Baker Man [ tune to I am Music Man]</li> <li>▪ Furry, Furry Squirrel</li> <li>▪ Autumn Leaves</li> <li>▪ Autumn Time is Coming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have You Ever Seen a Penguin</li> <li>▪ Polar Bear Polar Bear What Do You Hear</li> <li>▪ Twinkl Twinke Little Star</li> <li>▪ The Twelve Days of Christmas</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Animal Fair</li> <li>▪ The Animals Went in Two by Two</li> <li>▪ Down in the Jungle</li> <li>▪ Five Little Monkeys Swinging from a Tree</li> <li>▪ Look at the Sneaky Crocodile</li> <li>▪ Yellow Bird</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mary Mary</li> <li>▪ Oats and Beans and Barely Grow</li> <li>▪ Incy Wincy Spider</li> <li>▪ Ten Fat Peas</li> <li>▪ One Potato, Two Potato</li> <li>▪ The Seed Song</li> <li>▪ The Farmer Plants the Seeds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wheels on the bus</li> <li>▪ Row Row Row Your boat</li> <li>▪ Down at the Station</li> <li>▪ A sailor Went to Sea</li> <li>▪ Zoom Zoom were Going to the Moon</li> <li>▪ 12345 Once I Caught a Fish</li> <li>▪ Theres a Hole in the Bottom of the Sea</li> </ul>
<b>Occupations</b> <i>Stories / books / videos</i>	<ul style="list-style-type: none"> <li>▪ School staff</li> <li>▪ Doctor</li> <li>▪ Dentist</li> <li>▪ Photographer / reporter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Farmer</li> <li>▪ Baker</li> <li>▪ Postman / woman</li> <li>▪ Delivery person</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fishermen</li> <li>▪ Lighthouse keeper</li> <li>▪ Tradesperson – plumber, joiner, electrician, painter [linked to role play]</li> </ul>	<ul style="list-style-type: none"> <li>▪ Zoo keeper</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gardner</li> <li>▪ Beekeeper</li> <li>▪ Vet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bus / train inspector</li> <li>▪ Sailor</li> <li>▪ Pilot</li> <li>▪ Astronaut</li> <li>▪ Policeman / woman</li> <li>▪ Traffic Warden</li> </ul>
<b>Linked Role Play</b> <b>Indoors and outdoors</b> <i>Home corner / bike track</i>	<ul style="list-style-type: none"> <li>▪ H/C – New baby</li> <li>▪ B/T – To the shop</li> </ul>	<ul style="list-style-type: none"> <li>▪ H/C – Celebrations [Birthday, Divali, Christmas]</li> <li>▪ B/T – Post box and deliveries</li> </ul>	<ul style="list-style-type: none"> <li>▪ H/C – House jobs</li> <li>▪ B/T – Hot Chocolate Drive Through</li> </ul>	<ul style="list-style-type: none"> <li>▪ H/C – Healthy Living</li> <li>▪ B/T – Car / Bike Wash</li> </ul>	<ul style="list-style-type: none"> <li>▪ H/C – New pet</li> <li>▪ B/T – Bike hire</li> </ul>	<ul style="list-style-type: none"> <li>▪ H/C – Holiday time</li> <li>▪ B/T – Police and traffic wardens</li> </ul>

<b>Trips/Visitors Enrichments</b>	<ul style="list-style-type: none"> <li>▪ Visit to school library</li> <li>▪ Dentist visit</li> <li>▪ Autumn walk around the school grounds</li> <li>▪ Wigan Observer</li> <li>▪ Visit to local church</li> </ul>	<ul style="list-style-type: none"> <li>▪ School cook</li> <li>▪ School post man / woman</li> <li>▪ Visit to the local post box to card / letter / Christmas list</li> <li>▪ Visit to local church</li> </ul> <p><u>Cooking:</u> Bake bread</p>	<ul style="list-style-type: none"> <li>▪ Visit from parents – tradesmen</li> <li>▪ Winter walk [what has changed]</li> <li>▪ Visit to local church</li> </ul> <p><u>Cooking:</u> Pancakes</p>	<ul style="list-style-type: none"> <li>▪ Visit to the local church</li> </ul> <p><u>Cooking:</u> Pizza / flatbread with vegetable toppings</p>	<ul style="list-style-type: none"> <li>▪ Gardener visit</li> <li>▪ Local farm</li> <li>▪ Visit to local church</li> <li>▪ Grow sunflowers &amp; fruit and veg</li> <li>▪ Butterflies</li> </ul> <p><u>Cooking:</u> Apple muffin</p>	<ul style="list-style-type: none"> <li>▪ Police / traffic wardens</li> <li>▪ Lollypop visit</li> <li>▪ Visit to local church</li> <li>▪ Visit's to Y1 – Transition</li> <li>▪ Sports Dau</li> </ul> <p><u>Cooking:</u> Tea party – sandwiches</p>
<b>Special Events / Celebrations</b>	Transition Harvest Halloween Mental health week Clock and time changes	Bonfire Night Hanukkah Christmas Diwali celebration Nativity Remembrance day	New year Pancake day Baking Winter walk Food tasting Stay and play Earth day Valentine's day	Easter World book day Mother's day Internet safety day St Georges Day Number Day	Farm trip King's Birthday Caterpillars Tea party Planting our garden	Sports day Stay and play Transition Animal visit Visits from local services – police/fire service, etc

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

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

**Autumn**

**Spring**

**Summer**

**Learning Priorities:** [Linked to Development Matters](#) [also see links to [Reading Comprehension](#)]

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

<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ <b>Listen carefully</b> to practitioners / peers and understand why listening is important: <ul style="list-style-type: none"> <li>- One-to-one</li> <li>- Small groups activities</li> <li>- <b>Begin to</b> within whole class inputs } 10 / 15 minutes</li> </ul> </li> <li>▪ Listen to familiar and <b>new rhymes, songs and poems</b> <ul style="list-style-type: none"> <li>- <b>Begin to</b> listen to how they sound</li> </ul> </li> <li>▪ Listen to, <b>engage and talk about familiar and new stories</b> <ul style="list-style-type: none"> <li>- Remember much of what happens / order of events</li> <li>- Join in with repeated refrains</li> <li>- Join in with simple text retelling with actions</li> </ul> </li> <li>▪ <b>Begin to</b> listen to and <b>enjoy non-fiction books</b></li> <li>▪ <b>Understand and follow a two-part instruction:</b> <ul style="list-style-type: none"> <li>- Linked to daily routine</li> <li>- Within a small group activity</li> <li>- Within whole class activities / events</li> </ul> </li> <li>▪ Understand a <b>range of questions:</b> <ul style="list-style-type: none"> <li>- 'Who', 'what' and 'where'</li> <li>- <b>Begin to</b> understand 'why' questions</li> </ul> </li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ <b>Listen carefully</b> to practitioners, peers and visitors, respond with relevant comments <ul style="list-style-type: none"> <li>- Back-and-forth conversations with familiar people</li> <li>- Group and some whole class inputs [15 / 20 minutes]</li> </ul> </li> <li>▪ Listen to familiar and new <b>rhymes, songs and poems</b> <ul style="list-style-type: none"> <li>- Listen to and <b>begin to</b> talk about how they sound</li> <li>- <b>Begin to</b> understand humour</li> </ul> </li> <li>▪ Listen to, engage and talk about <b>familiar and new stories</b> <ul style="list-style-type: none"> <li>- Remember much of what happens</li> <li>- Join in with some longer repeated refrains</li> <li>- Join in with text retelling with actions, including non-fiction</li> </ul> </li> <li>▪ Listen to, engage and respond to <b>non-fiction books</b> <ul style="list-style-type: none"> <li>- <b>Begin to</b> develop familiarity with new knowledge and vocabulary</li> </ul> </li> <li>▪ <b>Begin to</b> understand and follow an <b>instruction with several parts:</b> <ul style="list-style-type: none"> <li>- Group and whole class activities / events</li> <li>- Some school events</li> </ul> </li> <li>▪ Understand a <b>wide range of questions:</b> <ul style="list-style-type: none"> <li>- Answer 'Who', 'what', 'where' and 'why' questions with relevant comments</li> <li>- <b>Begin to</b> ask questions to clarify own understanding</li> </ul> </li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ <b>Listen attentively</b> to practitioners, peers and visitors, respond with relevant comments and ask questions <ul style="list-style-type: none"> <li>- Back-and-forth conversations with familiar and new people</li> <li>- Whole class inputs / discussions [15 / 20 minutes]</li> </ul> </li> <li>▪ Listen to familiar and <b>new rhymes, songs and poems</b> <ul style="list-style-type: none"> <li>- Listen to and talk about how they sound</li> <li>- Understand some humour</li> </ul> </li> <li>▪ Listen to, engage and talk about <b>familiar and new stories</b> <ul style="list-style-type: none"> <li>- Remember much of what happens</li> <li>- Join in with text retelling with actions, including non-fiction</li> </ul> </li> <li>▪ Listen to, engage and respond to <b>non-fiction books</b> <ul style="list-style-type: none"> <li>- Develop familiarity with new knowledge and vocabulary</li> </ul> </li> <li>▪ Understand and follow an <b>instruction with several parts:</b> <ul style="list-style-type: none"> <li>- Group and whole class activities / events</li> <li>- School events</li> </ul> </li> <li>▪ Understand a <b>wide range of questions:</b> <ul style="list-style-type: none"> <li>- Answer a range of 'Who', 'what', 'where' and 'why' questions with relevant comments</li> <li>- Ask questions to clarify own understanding</li> </ul> </li> </ul>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Use <b>new vocabulary</b> throughout the day, in different contexts within 1:1 conversations and small group activities, talk about: <ul style="list-style-type: none"> <li>- Familiar and new experiences / activities / feelings</li> <li>- Favourite / new books [ fiction and non-fiction]</li> </ul> </li> <li>▪ <b>Develop communication:</b> <ul style="list-style-type: none"> <li>- Use different tenses [ correct use of some irregular tenses]</li> <li>- Use regular and some irregular plurals correctly</li> <li>- <b>Begin to</b> use well-formed sentences with a range of sentence starters</li> <li>- Join sentences with <i>and / because / but</i></li> <li>- <b>Begin to</b> describe events in some detail</li> <li>- Use some social phrases – <i>greetings</i></li> <li>- Start a conversation with an adult / friend</li> <li>- Engage in back-and-forth exchanges</li> </ul> </li> <li>▪ Learn new <b>rhymes /songs / poems</b> <ul style="list-style-type: none"> <li>- Join in with actions / props</li> <li>- Fill in some missing words</li> <li>- Use rhymes and songs in child-initiated learning</li> </ul> </li> <li>▪ <b>Begin to use talk to</b> <ul style="list-style-type: none"> <li>- Organise thinking and activities</li> <li>- Work out problems</li> <li>- Explain how things work / why things might happen</li> </ul> </li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Use <b>new vocabulary</b> throughout the day, in different contexts and within some whole class activities: <ul style="list-style-type: none"> <li>- Talk about new experiences / activities / books</li> <li>- <b>Begin to</b> participate in discussions, offer own ideas and express feelings</li> </ul> </li> <li>▪ <b>Develop communication:</b> <ul style="list-style-type: none"> <li>- Use well-formed sentences with increased accuracy of tenses and plurals</li> <li>- Use a variety of sentence stems</li> <li>- Join sentences with <i>or / so</i></li> <li>- Describe events in some detail. <b>Begin to</b> use some vocabulary of time – <i>first, then, next</i></li> <li>- Use some social phrases – <i>polite requests</i></li> <li>- Engage in longer back-and-forth conversations</li> </ul> </li> <li>▪ Learn increasing repertoire of <b>rhymes /songs / poems</b> <ul style="list-style-type: none"> <li>- Join in with actions / props</li> <li>- Perform in a small group / independently</li> </ul> </li> <li>▪ <b>Use talk to</b> <ul style="list-style-type: none"> <li>- Organise thinking and activities</li> <li>- Work out problems</li> <li>- Explain how things work / why things might happen</li> </ul> </li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Use <b>new vocabulary</b> throughout the day, in different contexts and within some whole class activities: <ul style="list-style-type: none"> <li>- Talk about new experiences / activities / books</li> <li>- Participate in discussions, offer own ideas and express feelings</li> </ul> </li> <li>▪ <b>Develop communication:</b> <ul style="list-style-type: none"> <li>- Use well-formed sentences with increased accuracy of tenses, plurals and variety of sentence stems</li> <li>- Join sentences with <i>rather than / as if ...</i></li> <li>- Describe events in detail using some vocabulary of time – <i>first, then, next, afterwards</i></li> <li>- Use some social phrases – empathy and kindness</li> <li>- Engage in longer back-and-forth conversations</li> </ul> </li> <li>▪ <b>Learn increasing repertoire of rhymes /songs / poems</b> <ul style="list-style-type: none"> <li>- Join in with actions / props</li> <li>- Perform in a small group / independently</li> </ul> </li> <li>▪ <b>Use talk to</b> <ul style="list-style-type: none"> <li>- Organise thinking and activities</li> <li>- Work out problems</li> <li>- Explain how things work / why things might happen</li> </ul> </li> </ul>

<p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT:</b> □ Self-Regulation □ Managing Self □ Building Relationships * <b>LINKED to SCARF</b></p>		
<p><b>Educational Programme:</b> Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
<p><b>Autumn</b> * SCARF – Me &amp; My Relationships / Valuing Differences</p>	<p><b>Spring</b> * SCARF – Rights and Respect / Being My Best</p>	<p><b>Summer</b> * SCARF – Being My Best / Keeping Safe</p>

## Learning Priorities: Linked to Development Matters

### Self-Regulation / Executive Function

[Including: Emotional Control, Response Inhibition & Flexibility]

- **Begin to identify and moderate own feelings socially and emotionally**
  - Think about the feelings and perspectives of others
- **My feelings / Express and talk about emotions**
  - Develop vocabulary using images / expression / words *feelings, happy / sad / angry*
  - Use full sentences ... *I feel angry because ...*
- **Begin to regulate own behaviour** appropriately
- **Manage transitions throughout the day**, familiar and new
- **Follow classroom routines and expectations** with visual prompts
  - **Begin to** understand why rules are important
- **Wait for a turn** in small and larger group activities
- **Begin to concentrate on achieving something** that is important to them

### Self-Regulation / Executive Function

[Including: Emotional Control, Response Inhibition & Flexibility]

- **Identify and moderate own feelings socially and emotionally**
  - **With support** think about the feelings and perspectives of others
- **Express and talk about emotions**, self and others
  - Extend vocabulary using images / expression / words ... *worried, proud*
  - Use full sentences ... *I feel proud because*
- **Begin to regulate own behaviour** accordingly in a range of contexts
- **Know the daily routine** and learning expectations
  - **Begin to** pre-empt what is coming next
- **Wait for a turn** in a range of contexts and control immediate impulses
- **Yes, I can! Achieve a given task e.g.** complete weekly challenge

### Self-Regulation / Executive Function

[Including: Emotional Control, Response Inhibition, Flexibility]

- **Listening to my feelings**
- Show an **understanding of own feelings and those of others**
  - Extend vocabulary using images / expression / words ... *annoyed, frustrated*
  - Talk about feelings & perspectives of others using full sentences
  - **Begin to** regulate behaviour accordingly
- **Know the daily routine** and learning expectations
  - Give focused attention and respond appropriately
  - Pre-empt what is coming next & **begin to** organise self accordingly
- Participate in **transition events into KS1**

### Managing Self

[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]

- Be independent within **self-care routines**
  - Toileting / handwashing / snack time / lunch time
  - **Begin to** dress independently for outdoor learning / P.E lessons
- **Begin to understand and make healthy choices**
  - Which foods / drinks are *healthy / unhealthy*
  - The importance of tooth brushing and visiting the dentist
  - Importance of being active and spending time outdoors
- Make **independent learning choices** indoors and outdoors
  - Use a familiar resource independently and put it away
  - Develop confidence to explore new resources and try new activities
  - Prepare self for a familiar activity
  - Follow an instruction / adult direction
  - Engage in sustained learning including weekly challenges
- **Begin to develop resilience and perseverance** in the face of challenge
- **Begin to review, adapt and correct own mistakes**
- Follow **classroom rules and expectations** with visual prompts

### Managing Self

[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]

- Manage own **personal hygiene and self-care routines**
- Understand and **begin to** talk about **healthy choices** *safe, unsafe, clean*
  - **Healthy eating** *healthy / unhealthy / water*
  - The importance of **tooth brushing** and visiting the dentist
  - **A good night's sleep** *sleep,*
  - Not having too much screen time
  - **Move your body**
- Make **independent learning choices** indoors and outdoors
  - Use a range of familiar and new resources and activities
  - Access additional resources to extend learning
  - Engage in purposeful learning, including weekly challenges
- **Continue to** develop **resilience and perseverance** in the face of challenge
- **Begin to review, adapt and correct mistakes** independently
- Know and follow **classroom rules and expectations** with reminders

### Managing Self

[Including: Working Memory, Task Initiation, Planning & Prioritising and Self-Care]

- Understand and talk about **healthy choices**
  - **Healthy eating** Which foods / drinks are *healthy / unhealthy*
  - **Keeping myself safe – my body** *doctor, medicine, chemist*
  - The importance of tooth brushing and visiting the dentist
  - **A good night's sleep** good sleep routine, including tooth brushing
  - **Keeping safe online** Not having too much screen time
  - **Move your body**
- Know and talk about being a **safe pedestrian**
- Make **independent learning choices** indoors and outdoors
  - Engage in purposeful learning, including weekly challenges / adult-initiated activity [introduction of Y1 teaching mode]
- Show **resilience and perseverance** in the face of challenge
- **Review, adapt and correct mistakes** independently
- Know what is **right and wrong** and behave accordingly
- **People who keep me safe**

### Building Relationships

[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]

- **What makes me special?** *special, favourite, practice*
- **I'm special, you're special**
- **Me and my special people** *home, family*
- **Same & different families** *same, different*
- **Who can help me? I am caring help** *help, effort*
- Develop **positive relationships** with practitioners and peers
  - Share achievements with familiar adult / peer
  - **Begin to** develop special friendships
  - Show sensitivity to the needs and feelings of others
  - Know some actions can hurt the feelings of others
  - **Begin to** know that everyone has similarities and differences
- **I am a friend friends** *friendship, kindness*
  - Play with others, partner or small group, indoors / outdoors
  - Listen and respond to the ideas / wishes and interests of others
- **With support begin to** find solution to **rivalries and conflicts**
  - Share resources and turn take with others ... *my turn, your turn*

### Building Relationships

[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]

- **Looking after my special people** *trust, adult, responsibility, care*
- **Looking after my friends**
- **Being helpful at home and in school**
- See self as a **valuable individual** within the class
  - Describe self, using positive language ... *special, proud...*
  - Understand why it is good to belong
  - Know that everyone has similarities and differences
- **Continue to** develop **positive relationships** with practitioners and peers
  - Talk about what makes a **good friend** ... *kind, caring, respectful*
- **Play with others**, partner or small group, indoors / outdoors
- Engage in **collaborative learning**
  - Set shared goals and **begin to** adapt as needed
- **Begin to** find **solutions to rivalries and conflicts** with independence
  - Share resources and take turns with others
  - Talk with others to settle a peer conflict / difference of opinion
  - Develop appropriate ways to being assertive

### Building Relationships

[Including: Relationships, Attachment, Emotional Understanding & Conflict Resolution]

- See self and others as **valuable individuals** within the class
  - Describe self / others using positive language ...
  - Celebrate similarities and differences
  - Talk about a friend and what makes them special *love*
- **Continue to** develop **positive relationships** with practitioners and peers
- **Play with others**, partner or small group, indoors / outdoors
- Engage in **collaborative learning**
  - Set shared goals and adapt as needed
- Find **solutions to rivalries and conflicts** with independence
  - Share resources and take turns with others
  - Talk with others to settle a peer conflict / difference of opinion
  - Develop appropriate ways to being assertive



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

**Autumn** \* P.E – Introduction / Ball Skills

Kinetic letters – focus building strength, 6 letter moves & single letters. Begin foundations, flow movement, strength & dexterity, single letters, pick pencil up routine.

**Spring** \* P.E – Dance / Fundamentals

Kinetic letters- Strength/writing position, single letters (extrn pairs), pencil pic up routine, snuggling/spacing, strength & dexterity, pairs & numbers, pencil hold maintenance, snuggling/spacing.

**Summer** \* P.E – Games / Gymnastics

Kinetic Letters- Strength/writing position, capitals & words, pencil pick up routine, snuggling/spacing, strength & dexterity, words & numbers, pencil hold maintenance, snuggling words.

**Learning Priorities: Linked to Development Matters**

▪ **Move body & develop core muscle strength:**

- Explore how each *body* part can move... *shake, roll, stamp, march*
- Move to the beat of music
- Use and remember a simple sequence / pattern of movements related to music / rhythm
- Large scale sky / mark-make Beery Shapes □ vertical / horizontal lines □ circles □ horizontal and vertical cross □ square / Rectangle shape □ diagonal lines □ diagonal cross
- Put on own coat /apron independently
- *Begin to* achieve a good posture when sitting at a table / on the floor

▪ **Travel / climb / balance:**

- *Continue to* develop movement skills of *walking, running, crawling, rolling, jumping, skipping and hopping*
- Walk forward / backwards / sidestep [both directions] with fluidity
- Learn to gallop and skip leading with either foot
- Learn to stop and start
- Freeze / hold a pose on one leg with a good stance
- *Begin to* combine different movements together
- Complete a low-level obstacle course using balancing skills and different movements to match task
- Climb safely with growing independence using alternative feet
- *Steer* bike with control to keep on bike track / avoid obstacles
- Anticipate movements, direction and speed to negotiate space

▪ **Ball skills / games:**

- Roll a ball to a partner or target with greater accuracy
- Throw / kick in an aimed direction, partner or target
- Attempt to catch with open arms
- Take part in a simple adult-led, team game and follow the rules
- *Begin to* □ play a familiar game independently □ make up own games

▪ **Tools / Resources:**

- Choose the right resource to carry out a plan
- Collaborate with others to *carry* a larger item

▪ **Move body & develop core muscle strength:**

- *Begin to* move confidently to the beat of music
- *Continue to* use and remember a simple sequence / pattern of movements related to music / rhythm
- *Continue to* refine large-scale sky / mark making of Beery Shapes and letter formation
- Achieve a good posture when sitting at a table or sitting on the floor

▪ **Travel / climb / balance:**

- *Continue to* develop movement skills and move energetically - *walking [forwards / backwards / sideways], running, crawling, rolling, jumping, skipping, hopping, galloping*
- Combine different movements with *increasing* ease and fluency
- Confidently freeze / hold a pose on one leg with a good stance
- Learn to balance with a partner
- Complete a low-level obstacle course using balancing skills and different movements to match task
- Ride a balance bike / scooter with confidence around track in right direction
- Stop and start at pedestrian crossing / lights / road signs
- Travel around roundabout with control
- Anticipate movements, direction and speed to negotiate space

▪ **Ball skills / games:**

- React and catch a ball dropped from shoulder height
- Sit and roll ball using two hands / one hand
- Roll, follow and collect ball
- Throw large ball and catch with two hands
- Take part in a group game and follow the rules
- Play a familiar game independently
- Make up own games

▪ **Tools / Resources:**

- Negotiate and collaborate with others to move larger items

▪ **Move body & develop core muscle strength:**

- Move creativity to the beat of music
- *Continue to* use and remember a simple sequence / pattern of movements related to music / rhythm

▪ **Travel / climb / balance:**

- *Continue to* develop movement skills and move energetically - *walking [forwards / backwards / sideways], running, crawling, rolling, jumping, skipping, hopping, galloping*
- Learn to jump forwards, backwards and in opposite direction
- Balance with □ one hand up and two feet down □ two hands down and one foot up □ hold mini-front support position
- Combine different movements with *increasing* ease and fluency, demonstrating balance and coordination
- Complete an obstacle course using balancing skills and different movements to match task
- Ride a balance bike / scooter around track skilfully and follow the road signs
- Anticipate movements, direction and speed to negotiate space with consideration for safety of self and others.

▪ **Ball skills / games:**

- Roll and chase a ball and collect it in balance position facing the opposite direction
- Learn to pass a ball in a small group activity
- *Begin to* bat a ball to a partner / target
- Play a familiar game independently and follow the rules
- Make up own games and *begin to* talk about rules

**Fine Motor Skills** (see also PSE- MS / dressing; Literacy -W; EAD)

- **Using tools / materials**
  - Use a wide range of tools safely and with control, such as pencils, paintbrushes and scissors [Kinetic letters]
  - Use a knife and fork independently
- **Fine motor strength and manipulation**
  - Continue to engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation e.g. *dough disco / finger gym* [Kinetic letters]
- **Draw / write** [linked to Beery Shapes]
  - Develop a comfortable pencil grip – tripod grip
  - Form a circle / cross / square / rectangular shape
  - Begin to draw simple images / representations

**Fine Motor Skills** (see also PSE- MS / dressing; Literacy -W; EAD)

- **Using tools / materials**
  - Use a wide range of tools with greater control
- **Fine motor strength and manipulation**
  - Continue to engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation [Kinetic letters]
- **Draw / write**
  - Draw simple images / representations
  - Begin to develop the foundations of handwriting styles which is fast, accurate and efficient, consolidating □ Effective pencil grip – tripod grip □ Correct letter formation [Kinetic letters]
  - Begin to draw simple images / representations with increasing care

**Fine Motor Skills** (see also PSE- MS / dressing; Literacy -W; EAD)

- **Using tools / materials**
  - Confidently use a wide range of tools with greater control [Kinetic letters]
- **Fine motor strength and manipulation**
  - Continue to engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation [Kinetic letters]
- **Draw / write**
  - Draw simple images / representations
  - Continue to develop the foundations of handwriting styles which is fast, accurate and efficient, consolidating □ Effective pencil grip □ Correct letter formation [Kinetic letters]
  - Begin to show accuracy and care when drawing.

**LITERACY:** □ Reading - Comprehension □ Reading - Word Reading □ Writing \* **LINKED SOUNDS WRITE**

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

**Autumn** **Spring** **Summer**

**Learning Priorities: Linked to Development Matters** \* Also see links to Communication & Language / Physical Development

**Reading: Comprehension / Word Reading**

- Develop a **love of books**, fiction and non-fiction
  - Name favourite book and **begin to** give reasons why
  - Participate in daily book vote
  - Spend time looking at books independently across provision
- Know how print and books work**
  - Consolidate **five concepts about print** [print carries meaning / print directionality / word and letter / 1:1 correspondence]
    - Name parts of a book ... *cover, pages, spine, author, illustrator*
- Develop **comprehension skills:**
  - Recall key events in rhymes, poems and stories
  - Name and **begin to** talk about characters and setting
  - Understand and use new vocabulary
  - Make predictions linked to illustrations / events
  - Sequence story events using 3 illustrations... *beg / middle / end*
  - Join in with text retelling using some story language
  - Answer questions with relevant comments
  - Begin to** ask questions to further develop understanding
- Develop **phonological skills:**
  - Continue to** develop **foundational phonological awareness**, focus on: □ rhythm & rhyme □ alliteration □ oral blending and segmenting ... *blending, segmenting, alliteration*
  - Learn GPC for each letter of the alphabet [except 'q'] and some digraphs – ff / ss / ll / zz *phonics, phoneme, grapheme, digraph*
- Develop **reading skills** linked to phonics programme
  - Blend sounds to read VC words
  - Blend sounds to read simple CVC words
  - Read common exception words – *is / a / the / l / for / of / are / was / all*
  - Begin to** read some simple sentences with understanding

**Reading: Comprehension / Word Reading**

- Continue to** develop a **love of books**, fiction and non-fiction
  - Name favourite book and give reasons why
- Begin to** find out about **non-fiction books** and how they work
  - Name different parts of a book ... *contents page, page numbers*
  - Begin to** know how to use a contents page to find important *information / facts*
  - Sort books into fiction and non-fiction ... *fiction / non-fiction*
  - Begin to** talk about the differences between fiction and non-fiction books ... *illustrations, photographs, story, facts*
- Develop **comprehension skills:**
  - Talk about key events in rhymes, poems and stories with **increasing** detail
  - Describe a character / setting
  - Understand and use new vocabulary
  - Make predictions and **begin to** give reasons
  - Sequence story events with more than 3 illustrations ... *beginning / middle / end*. **Begin to** give reasons for choices.
  - Join in with text retelling using story language
  - Answer a range of questions with relevant comments
  - Ask questions to further develop understanding
- Develop **phonological skills:**
  - Continue to** develop **foundational phonological skills**
  - Learn 'q' and some digraphs and trigraphs – sh / ch / th / ck / ng / wh / qu / ve / tch
- Develop **reading skills** linked to phonics programme
  - Blend sounds to read VCC / CVCC / CCVC words
  - Read common exception words – *come / some / to / who / there / their / these / what / where / she*
  - Read some simple sentences with understanding
  - Re-read books to build up confidence, fluency and enjoyment

**Reading: Comprehension / Word Reading**

- Continue to** develop a **love of books**, fiction and non-fiction
  - Begin to** talk about favourite author
- Know about non-fiction books** and how they work
  - Know how to use a contents page to find important facts
  - Talk about the differences between fiction and non-fiction books ... *illustrations, photographs, story, facts*
- Develop **comprehension skills:**
  - Talk about key events in rhymes, poems and stories with detail
  - Describe a character / setting
  - Understand and use new vocabulary
  - Make predictions and give reasons
  - Sequence story events with more than 4 illustrations ... *beginning / middle / end*. Give reasons for choices.
  - Join in with text retelling using story language
  - Answer a range of questions with relevant comments
  - Ask different questions to further develop understanding
- Develop **phonological skills:**
  - Continue to** develop **foundational phonological skills**
  - Consolidate knowledge of GPC knowledge units 1 to 11
  - Learn alternative phonemes for some graphemes e.g. match / fetch
- Develop **reading skills** linked to phonics programme
  - Blend sounds to read VCC / CVCC / CCVC words and know some phonemes can have different graphemes e.g. /k/ - c / k / ck
  - Read common exception words – Autumn, Spring & Summer
  - Read some simple sentences with confidence
  - Re-read books to build up confidence, fluency, understanding and enjoyment
- Begin to** read with some expression / intonation

**Writing: Composition and Transcription**

- Write name** with correct letter formation
- Handwriting:** *See below*
  - Begin to** form some lower-case letters correctly
- Spelling** [linked to school's phonics programme]
  - Orally segment and apply phonic knowledge to spell (i) VC words (ii) Simple CVC words with some taught digraphs
  - Spell common exception words ... *is / a / the / l / for / of*
- With support begin to write a three-word caption / sentence**
  - I am ... □ I can ... □ It is ...
  - Dictated } Focus on oral rehearsal
  - Compose }
  - Break down speaking into words for writing
  - Write left to right
- Begin to write for a purpose:** □ label □ list □ message □ sp bubble
- With support begin to read back own writing** to check it makes sense.

**Writing: Composition and Transcription**

- Write name** with consistent letter size
- Handwriting:** *See below*
  - Form most lower-case letters correctly and some capital letters
- Spelling** [linked to school's phonics programme]
  - Spell VC & simple CVC words with confidence
  - Spell simple CVC words with developing confidence
  - Spell some CVC words with taught digraphs and adjacent consonants
- Spell common exception words ... *was / all / come / some / to*
- Begin to write a simple sentence independently**
  - The ... has ... □ This is ... □ ... is with ... □ The ... can ...
  - Dictated } Focus on oral rehearsal
  - Compose }
  - Begin to** use a capital letter, word spaces and full stop.
- Write for a purpose:** □ label □ list □ message □ speech / thought bubble □ instruction □ fact card
- Begin to read back own writing** to make sure it makes sense

**Writing: Composition and Transcription**

- Write name** with correct ascenders and descenders
- Handwriting:** *See below*
  - Form most lower-case & capital letters correctly
- Spelling** [linked to school's phonics programme]
  - Spell CVC words with taught digraphs
  - Spell some words with adjacent consonants
  - Spell common exception word - *who / there / their / these / what / where / she*
- Write a simple sentence independently**
  - Look at the ... □ This is a ... It has ... It needs ... □ Here is a ... □ The ... went to ... □ They can ... □ We need to ...
  - Dictated } Focus on oral rehearsal
  - Compose }
  - Use a capital letter, word spaces and full stop.
- Begin to** write two short sentences – *if appropriate*
- Write for a purpose:** □ label □ list □ message □ speech / thought bubble □ instruction □ fact card □ poster
- Read back own writing** to make sure it makes sense

**MATHEMATICS:** □ Numerical Pattern □ Number \* LINKED to Mastery in Number, NCETM

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

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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**Learning Priorities: Links to Development Matters**

**Match, Sort & Compare**

- Match objects □ physical □ talk about what is the *same* and *different*
- Sort objects by □ colour □ size □ shape
- Explore sorting techniques
- Create sorting rules
- Compare amounts ...*more than, fewer, fewest*

**Number**

Counting, ordinality and cardinality within 5 / 10

- Develop counting skills - *altogether, count, find*
  - Hear and join in with the counting sequence
  - Connect quantities and numbers to finger patterns and explore different ways of representing numbers on finger
  - Know that the last number in the count tell us 'how many'
  - Be accurate in counting – the need for 1:1 correspondence
  - Understanding that anything can be counted, including actions

**Subitise within 3**

- Identify when a set can be subitised / when counting is needed
- Subitise different arrangements, both unstructured and structured

**Composition within 5**

- Make different arrangements of numbers within 5 - talk about what they can see, develop conceptual subitising skills
- Spot smaller numbers 'hiding' inside larger numbers
- Begin to develop the language of 'whole' when talking about objects which have parts
- Compare numbers – *talk about more than / fewer than*

**Shape, Space & Measure**

- Talk about measure, compare
- Size ... *big, little, large, small, tall, long, short*
- Mass ... *heavy, light, weigh*
- Capacity ... *more, less,*
- Explore and create **simple patterns** □ ABAB
- Explore **2D shapes**
- Recognise, name and describe ...*circle, triangle, straight, corner, round*
- Compare circles and triangles
- Identify and name shapes with 4 sides... *side, shape, corner, square, rectangle*
- Combine shapes with 4 sides
- Begin to** identify circles, triangles, square and rectangle in the environment
- Describe **position** of objects ...*in, on, under, over, beside, between, in front, around, through, behind*
- Understand the difference between **day / night** and different times within the day ... *first, then, after, before, day, night, morning, afternoon, tomorrow*

**Number**

Counting, ordinality and cardinality

- Continue to develop counting skills
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. Connect to the 'staircase pattern' – each number one more than the previous number
- Match numeral to quantity
- Order numbers
- Begin to** understand *zero... nothing there, none, all gone*
- Subitise within 5
- Match numeral to quantity

**Composition**

- Numbers beyond 5
- Explore the structure of the numbers 6 and 7 as '5 and a bit' and connected this to finger patterns on the Hungarian number frame
- Begin to** identify missing parts for numbers within 5
- Focus on equal and unequal groups / parts when comparing numbers
- Understand that two equal groups can be called a 'double' and connect this to finger patterns
- Sort odd and even shapes according to their 'shape'

**Shape, Space & Measure**

- Talk about **measure**:
- Compare mass with more precise comparisons using different non-standard units ... *balance scales, heavier, lighter, float, sink*
- Explore and compare capacity ... *full, empty, shallow, wide, narrow*
- Explore and compare length ... *long/er/est, short/er/est, not long, not short*
- Explore and compare height ... *tall/er/est, short/er/est*
- Talk about **time** in more detail
- What happened today? ...*yesterday, tomorrow, weekend, month, days of the week*
- Order and sequence time e.g. baking / preparing snack or 'How many days until...? ...*yesterday, last week, first then after*
- Explore **3D shapes**
- Recognise, name and describe ... *cylinder, cuboid, cube, sphere, cone, square based pyramid, flat, curved, face*
- Begin to** find 2D shapes within 3D e.g. *square on base of pyramid on cube* □ use 3D shapes for a task e.g. *roll, stack*
- Identify 3D shapes in the environment
- Identify more complex **patterns**
- ABCABC □ ABCDABCD □ if appropriate AABBAABB
- Begin to** identify patterns in the environment

**Number**

Counting, ordinality and cardinality

- Continue to develop counting skills
  - Count larger sets and things that cannot be seen
- Estimating
- Automatic recall of number bonds

**Composition**

- Composition of numbers to 10
- Introduce the rekenek
- Comparison of numbers
  - Linked to ordinality – number track games
  - Number patterns – odds / evens / doubles

**Subitise**

- To 6, including structured arrangements

**Shape, Space & Measure**

- Select 2D and 3D shapes for a purpose
  - Use shape names and talk about properties
  - Replicate and build scenes and constructions
  - Rotate and recognise shapes in different positions / orientation
  - Manipulate shapes by moving, turning, rotating and flipping to □ fit into the spaces provided □ copy 2D shape pictures
  - Explain shape arrangements using positional language ...*next to, in front of, behind, around, under, over*
  - Compose shapes, exploring different ways a given shape can be made using smaller shapes
  - Decompose shapes, separating shapes to make new shapes
- Find 2D shapes within 3D shapes in a range of contexts

**Pattern:**

- Identify units of repeating patterns
- Create and explore own pattern rules... *What is your rule?*
- Visualise objects / shapes / scenes through different positions
- Describe the position of objects in a scene using positional language
- Give instructions to build, using knowledge of construction and what fits where spatially
- Explore **mapping**
  - Begin to** understand simple maps □ talk about what they can see on a map □ **begin to** represent maps with models □ create own simple map of familiar place / journey
  - Visualise and describe objects / shapes / scenes through different positions ... *next to, above, below*
  - Give instructions to build, using knowledge of construction and what fits where spatially
- Begin to** understand simple maps □ talk about what they can see on a map □ **begin to** represent maps with models □ create own simple map of familiar place / journey

**UNDERSTANDING THE WORLD** □ Past and Present [Foundational History / Technology] \*\* Through the daily routine \*LINKS TO KAPOW

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

**Autumn**

**Kapow units**

Drawing - marvellous marks (Art & Design)

Junk modelling (Design & Technology)

Outdoor adventures (geography)

Changing seasons (Science)

I am a scientist (Science)

**Spring**

**Kapow units**

Painting and mixed media - paint my world. (Art & Design)

Cooking and nutrition (Design & Technology)

Around the world (geography)

Animal adventures (Science)

I am a scientist (Science)

**Summer**

**Kapow units**

Sculpture and 3D - creation station (Art & Design)

Structures (Design & Technology)

Exploring maps (geography)

Our beautiful planet (Science)

I am a scientist (Science)

**Learning Priorities:** Linked to Development Matters

## Past and Present Chronology

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

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

### Own life story and family history

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

### Familiar situations / things from the past

- **Begin to** identify and talk about old and new houses

### Figures / Characters, Settings and Events from the Past

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

## Past and Present Chronology

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

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

### Own life story and family history

- Talk about the lives of the people in own family
  - Relationships, who is who [including aunts, uncles, cousins]
  - Special events / holidays / celebrations, past and present
  - Roles in society [jobs / responsibilities]

### Familiar situations / things from the past

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

### Figures / Characters, Settings and Events from the Past

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

## Past and Present Chronology

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

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

### Own life story and family history

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

### Familiar situations / things from the past

- Compare and talk about old and new
  - Types of transport
  - Buildings in Wigan
  - Some significant buildings in London

### Figures / Characters, Settings and Events from the Past

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

## Technology

- Recognise that **technology can be used as home**
  - Household resources within role play [make connections with home]
- Use a **lightbox / pad** to make collage pictures with natural and open-ended resources
- Use a **simple game / drawing programme** on the IWB
- **Begin to** know that **information can be retrieved for a digital device** – photographs / story on a toni box / instruction on a talking tin

- Learn to use an **ipad** to
  - Find out information ... Chester Zoo live web / photographs
  - Create and share memories ... take own photograph / watch video
  - Play a programme ...games / create drawings
  - Write name using keyboard
- **Begin to** learn about **internet safety** and share some rules

- **Use an ipad** to
  - Play a programme ...games / create drawings
  - Write a simple sentence
- Programme a **bee-bot** to complete a simple journey
- **Continue to** learn about **internet safety** and share some rules

**UNDERSTANDING THE WORLD** □ People, Culture and Communities [Foundational R.E / Human Geography] \* LINKED TO Questful R.E

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

**Autumn**

**Questful RE-**

- Why are we different why are we special?
- Why do people of faith say thank you to God at Harvest time?
- Special people

**Spring**

**Questful RE-**

- How to Christians celebrate Jesus's Birthday
- Which stories did Jesus hear when he was a child?
- Why did Jesus tell stories?
- Why do Christians believe Easter is all about Love?

**Summer**

**Questful RE-**

- Friendship
- What makes a place Holy or special?
- Prayer
- How do you celebrate special times?

**Learning Priorities:**

## My Family & Community

### Awareness of self and others

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

### My Family and Other Families

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

### Friendship

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

### Different cultures, communities and special times

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

### Different Occupations

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

### Local Environment & Beyond

- Become familiar with **new learning space**: □ Name and know the purposes of different spaces in Reception – indoors / outdoors □ Communal school places – *office / hall / dining room*
- **My new school** – □ Find school on an ariel simple map [photograph] □ Talk about school building and the area – local shops / medical centre ... □ Compare school to the one in the story, The Friendship Bench
- **Where I live**: □ Know own address ...*town, street* □ Describe own home ...*rooms / garden* □ **Begin to** understand that friends / people live in different types of houses / homes ...*bungalow*
- Know and talk about some the key features of a **farm, pigsty, lambing pen**

### Other Countries

- Know that there are different countries in the world.
- **Begin to** talk about **family / other people who have links to other countries**. Find the countries on the globe / map... *world, country*
- Know that some of our **food** comes from different countries. Find the countries on the globe / map.

## My Family & Community

### Awareness of self and others

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

### My Family and Other Families

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

### Friendship

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

### Different cultures, communities and special times

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

### Different Occupations

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

### Local Environment & Beyond

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

### Other Countries

- **Continue to** talk about **family / other people who have links to other countries**. Find the countries on the globe / map.
- Taste and talk about **food** that comes from different countries – Lunar New Year / pancake toppings. Find the countries on the globe / map.
- Talk about **hot and cold countries** □ Antarctica – cold country □ Africa – hot countries. Find the countries on the globe / map. **Begin to** talk about what is same / different to the UK.
- **Begin to** talk about the key features of the **rainforest** and how it is the same / different to a woodland in the UK [ refer to The Leaf Thief text] – *forest, canopy*

## My Family & Community

### Awareness of self and others

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

### My Family and Other Families

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

### Friendship

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

### Different Occupations

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

### Local Environment & Beyond

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

### Other Countries

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

# UNDERSTANDING THE WORLD □ Natural World [Foundational Science / Physical Geography] \* LINKED TO SCARF \* LINKED TO KAPOW UNITS

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

**Autumn:** \* SCARF – Growing and Changing

**Spring** \* SCARF – Rights and Respect / Growing and Changing

**Summer**

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

### Living Things – Animals (including humans) and plants

#### My Body: Growing and Changing [ Me and My Body]

- Identify, name and talk about different body parts *elbows, knee, eyebrows*
  - Explore how different body parts work .... *bend, stretch, point*
  - Explore five senses and understand their purpose ... *senses*
- Begin to** understand that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / developing skills

#### Animals:

- Find out about **domestic** & some **local animals** - □ pet □ farm □ woodland
  - Name each animal [baby / adult], including some nocturnal
  - Know that birds have different names – *magpie / sparrow*
  - Understand that each animal grows like a human, baby to adult
  - Label important features of each animal and know why they are important e.g. *beak for digging up worms / wings for flying*
  - Talk about the sounds each animal makes and how they move
  - Name and talk about different habitats
  - Begin to** talk about similarities / differences between animals
- Know that it is important to take care of animals – feed and take pet to the vets / feed the garden birds / not touch woodland animals

#### Plants:

- Know that there are different types of trees, plants and flowers
- Know that indoor plants need to be taken care of – water / sun
- Observe and talk about autumn changes

### Natural Environments

- Explore, take care of and talk about the Reception Growing Area
- Develop** an awareness of different settings through focus texts: □ beach, The Friendship Bench □ countryside / farm, The Little Red Hen □ woodland, The Leaf Thief. **Begin to** make some comparisons.
- Take care of the environment, know the importance of
  - putting litter in the bin □ **begin to** participate in recycling

### Seasons / Natural Phenomena

- Observe, name and talk about different types of weather
- Name the four seasons and know autumn comes after summer
- Begin to** associate different weather with the seasons
  - Autumn, colder weather, rain, strong wind, fog
- Observe and **begin to** understand the impact the weather has on
  - Trees, plants and flowers
  - Animals e.g. *finding warm places before Winter arrives*
  - Humans e.g. *wearing warm and waterproof clothes*

### Materials & Processes

- Begin to** explore different materials using senses, including seasonal
  - Label and group objects ... *wood, wool, plastic, metal*
  - Describe and compare some properties ... *smooth, rough, spikey...*
  - Talk about likes / dislikes
- Learn to use a magnifying glass
- Observe food changes during cooking activities – *melting*

### How things work

- Begin to** explore and learn how things can be moved through force, direction and speed – *push, pull, forwards, backwards, turn*

### Living Things – Animals (including humans) and plants

#### My Body: Growing and Changing

- Continue to** explore and talk about how different body parts move
- Continue to** understand that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / skills

#### Animals:

- Understand what a wild animal is
- Find out about different **wild animals in the wider world**
  - Name each animal [baby / adult]
  - Label important features of each animal and know why they are important e.g. xxx
  - Talk about the sounds each animal makes and how they move
  - Name and talk about different habitats
  - Begin to** talk about similarities / differences between animals
- Name and talk about some animals who **hibernate** and understand why
- Talk about how some animals take care of themselves and their young in the wild
- Begin to** understand that animals need to be protected & respected

#### Plants:

- Observe and know that trees, plants and flowers will start to grow quickly in the Spring

### Natural Environments

- Talk about different settings through focus texts: □ the coast, The Storm Whale in Winter / Hello Penguin □ the rainforest, Elephant's Umbrella / Chimpanzees
- Take care of the environment**
  - Know the importance of turning off □ lights □ running water
  - Continue to** participate in recycling and **begin to** know why it is important

### Seasons / Natural Phenomena

- Observe and talk about different types of weather in more detail
- Name the four seasons and know, spring comes after winter
- Begin to** associate different weather with the seasons
  - Winter, cold weather, frost, ice, sometimes snow
  - Spring, warmer weather, showers, light winds, storm [thunder / lightning]
- Observe and **begin to** understand the impact the weather has on
  - Trees, plants and flowers, new buds in the Spring
  - Animals, in warmer countries / hibernating for the Winter
  - Humans e.g. *keeping warm inside / eating hot food*
- Begin to** understand that in the Winter we have shorter days, less day light

### Materials & Processes

- Begin to** explore and talk about the changing properties of water
  - water [ warm / cold] □ ice □ snow ... *wet, hard, soft, freeze, melt*
- Begin to** explore materials and find some that are waterproof
- Observe and talk about food changes – dry to wet [mixing flour with milk]

### How things work

- Know the wind can make things move
  - Umbrella / kite / litter
- Learn how to use the pulley system [ over the sandpit]. Move wild animals from one place to another.

### Living Things – Animals (including humans) and plants

#### My Body: Growing and Changing *grow, change*

- Continue to** explore and talk about how different body parts move
- Know that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / skills *young, old, adoption, surrogacy*

#### Animals:

- Continue to** find out about **minibeasts**
  - Name different minibeasts
  - Label important features of each minibeast
  - Group minibeasts that have wings
- Begin to** develop an understanding of the lifecycle of a caterpillar *cycle, life, egg*
- Find out about different **wild animals in the sea**
  - Name each animal [baby / adult]
  - Label important features of each animal and how they are used
  - Talk about the sounds each animal makes and how they move
  - Begin to** talk about similarities / differences between animals
- Talk about how some animals take care of themselves and their young in the wild
- Begin to** understand that wild animals need to be protected and respected

#### Plants:

- Observe and **begin to** talk about the lifecycle of a seed / plant *cycle*
  - Name what a seed needs to grow – *seed, soil, water, sunlight*
  - Name key parts of a plant – *root, stem, leaves, flower, petals*
- Know that trees, plants and flowers need to be handled with care

### Natural Environments

- Talk about different settings through focus texts: □ Countryside – Seed to Plant, Woolly Bear Caterpillar □ Town to countryside - The Hundred Decker Bus ... □ Ocean / sea ... Somebody Swallowed Stanley ... , *garden, countryside, hill, mountain, river, sea, beach, sand, ...*
- Take care of the environment, know the importance of recycling

### Seasons / Natural Phenomena *seasons*

- Observe and talk about different types of weather in more detail
- Name the four seasons and know summer comes after spring
- Begin to** associate different weather with the seasons
  - Spring, warmer weather, showers, light winds, storms
  - Summer, hotter weather, less rain, more sunshine – *summer*
- Observe and **begin to** understand the impact the weather has on
  - Trees, plants and flowers, lots of growth
  - Animals explore and play
  - Humans e.g. being sun safe - *wearing sun hat, glasses, sunscreen, drink more water; wear cooler clothes, eating cold food*
- Begin to** understand that in the Summer we have longer days, more sun

### Materials & processes

- Explore and talk about mixing some materials with water e.g. sand / soil / clay. **Begin to** make some predictions.
- Explore and talk about materials that float and sink.

### How things work

- Continue to** explore and learn how things can be moved through force, direction, distance and speed – *ramp, slope, steep, faster, further*
- Know that humans and the weather can make things move e.g. *seeds, boats*

**EXPRESSIVE ARTS & DESIGN:** □ Creating with Materials [Foundational Art / Design Technology] \* **LINKED TO KAPOW UNITS**

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

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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**Learning priorities / outcomes: [Linked to Development Matters](#)**

**Art & Design**  
 Find out about different artists and their work: □ Oral Keely [printer]

**Drawing and painting**

- Paint and draw feely
  - Use a variety of mark-makers with increasing control
  - Mark mark / draw on a variety of 2D and 3D surfaces
  - **Begin to** create with purpose and talk about images
- Paint / draw observational pictures
  - Understand that you can draw / paint through careful observation □ self-portrait – looking in a mirror / □ favourite character – illustration □ object – real resource / prop
  - **Begin to** use correct colours, shapes and patterns
  - **Begin to** draw / paint emotions – happy / sad
- Painting
  - Explore and talk about what happens when mixing primary colours to create new colours, secondary colours
  - **Begin to** select a paint brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.

**Printing**

- Learn to block print with every day and natural objects
- Understand how to print effectively, grip and press.
- **Begin to** make considered patterns / pictures

**Collage**

- Freely explore and create use a variety of materials, natural / recycled
  - Explore contrasting textures
  - Use scissors with increasing control, including zig-zag
  - Use techniques (e.g. *folding, crunching, crimping tearing and cutting*) to create different effects

**Sculpture and Modelling**

*\* Explore and begin to create with purpose. Label and begin to talk about designs.*

- Construction – large and small scale
  - Explore and use a range of building resources and kits
  - **Begin to** design and work collaboratively with a partner / in a small group e.g. *make a friendship bench / den / setting*
- Playdough / clay
  - Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (e.g. *sausages, balls, thumb pot*).
  - Use tools appropriately to roll, cut, flatten etc.
  - **Begin to** make simple 3D model – self / pet / character / diva light
- Loose Parts [on different surfaces, including light box]
  - Independently make constructions, using own ideas
  - Show increasing skills with combining, lining up, stacking etc.

**Food Activities**

- Participate in a small baking activity - make bread / biscuit
  - **Develop an** understanding of safety and hygiene
  - Name utensils, ingredients and processes ... *stir, mix, knead*
  - Observe and talk about changes ... *dry, wet, hard, soft*
  - Talk about (i) likes / dislikes (ii) healthy / unhealthy food

**Art & Design**  
 Find out about different artists and their work: □ Gordon Buchanan [wildlife photographer] □ Ali Khodia – [book illustrator] - Elephant's Umbrella □ Dominique Salm [painter] □ Tanya Russell [wildlife sculpture]

**Drawing and painting**

- Paint and draw feely
  - Draw / paint with purpose, thinking before starting
- Observational drawings / paintings
  - Use inspiration from wild animal photographers / artists
  - Learn to use new media: □ charcoal □ water colours
  - Use correct colours, shapes and patterns [animals / setting]
  - Continue to explore / represent different emotions
- Painting
  - Make secondary colours and talk about process
  - Select a paint brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.

**Printing**

- Have own ideas for print making (e.g. *finding own everyday objects*) to experience a variety of shape, texture and pattern.
- Take rubbings from objects - tree bark

**Collage**

- Learn to use PVA glue
- Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage – *favourite wild animal*
- Make repeating and irregular patterns.
- Learn to weave – large / small scale

**Sculpture and Modelling**

*\* Talk about designs. Begin to describe techniques, review and adapt work.*

- Construction – large and small scale
  - **Continue to** explore and use a range of building resources & kits
  - **Begin to** extend creativity adding additional resources e.g. *natural*
  - Build with purpose, think before starting.
  - Design / work collaboratively with a partner / in a small group
- Playdough / clay
  - Combine pieces using different techniques, materials and tools to represent a familiar object (e.g. *a wild animal*) and represent the feel of an object (e.g. *spiky, furry, smooth*).
- Loose Parts
  - Build and de-construct loose part models
  - Construct images to represent real life / imaginary objects and experiences.

**Food Activities**

- Participate in a small baking activity – make pancakes
  - **Continue to** develop an understanding of safety and hygiene
  - Name utensils, ingredients and processes ... *whisk, flip, bake*
  - Observe and talk about changes ... *dry, wet, hard, soft*
  - Talk about (i) likes / dislikes (ii) healthy / unhealthy food

**Art & Design**  
 Find out about different artists and their work: □ Van Gogh [painter] □ Barbara Hepworth [sculptor]

**Drawing and painting**

- Paint and draw feely
  - Draw / paint with purpose using different techniques
- Observational drawings / paintings
  - Use inspiration from nature
  - Use correct colours, shapes and patterns [plants / vehicles]
- Painting
  - **Continue to** make secondary colours & talk about process
  - Change texture of paint using different materials

**Printing**

- Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects
- Use irregular and repeating patterns

**Collage**

- Independently assemble different pieces to create a picture / pattern.
- Use imagination / observation, building on their previous learning, to represent their ideas.
- Learn to use a split pin ... *wheels on a vehicle / leg on a turtle*

**Sculpture and Modelling**

*\* Talk about designs. Describe techniques, review and adapt work.*

- Construction – large and small scale
  - Confidently use a range of building resources & kits
  - Extend creativity adding decorative features
  - Design / work collaboratively with a partner / in a small group
- Playdough / clay
  - Make models with a purpose and with increasing skill (e.g. *shaping, moulding or combining pieces*) For instance, with a systematic approach - *begin with a body, add a head, legs and a shell to make a turtle*)
- Loose Parts
  - Make imaginative structures, using tools with control.
  - Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.

**Food Activities**

- Participate in a small cooking activity – soup
  - **Continue to** develop an understanding of safety and hygiene
  - Name utensils, ingredients and processes ... *pizza cutter*
  - Observe and talk about changes ... *melt ...*
  - Talk about (i) likes / dislikes (ii) healthy / unhealthy food

**EXPRESSIVE ARTS & DESIGN:** □ Being Imaginative □ [Foundational Drama / Music] \* **LINKED TO KAPOW UNITS**

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

**Autumn** **Spring** **Summer**

**Learning Priorities:** **Linked to Development Matters** \* Charanga Music Programme

**Role Play / Small World Play**

- Take part in simple pretend / role play with others, imitating real and past experiences, creating stories and roles
  - Domestic role play [see EY2P booklet]
    - **Au1 – New baby** □ **Au2 - Celebrations**
  - Linked to the bike track [see EY2P booklet]
    - **Au1 – Visiting the café** □ **Au2 – Delivery service**
- Create own stories using a range of small world resources
- **Begin to** retell familiar stories using small world resources, use
  - Simple story map with some labels
  - Range of props and resources
- Across play
  - Share ideas and thoughts through talk
  - Listen to and respond to the ideas of others
  - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. *labels, signs, lists, messages* [linked to phonics teaching and learning]

**Role Play / Drama ... also see EY2P guidance**

- Take part in pretend / role play with others, imitating real and past experiences, creating stories and roles
  - Domestic role play [see EY2P booklet]
    - **Sp1 – Jobs around the house** □ **Sp2 – Healthy living**
  - Linked to the bike track [see EY2P booklet]
    - **Sp1 – Hot chocolate station** □ **Sp2 – Bike wash**
- Create own stories using a range of small world resources, extending and developing ideas and narrative
- **Continue to** retell familiar stories using small world resources, use
  - Simple story map with some speech / thought bubbles
  - Range of props and resources
- Across play
  - Share ideas and thoughts through talk
  - Listen to and respond to the ideas of others
  - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. *labels, signs, lists, messages, speech bubbles* [linked to phonics teaching and learning]
- **Begin to** adapt some familiar stories

**Role Play / Drama .... also see EY2P guidance**

- To take part in simple pretend play, imitating real and past experiences, creating stories and roles
  - Domestic role play [see EY2P booklet]
    - **Su1 – New pet / vets** □ **Su2 – Holiday time**
  - Linked to the bike track [see EY2P booklet]
    - **Su1 – Bike hire** □ **Su2 – Police & traffic wardens**
- Create own stories using a range of small world resources, extend and develop ideas and narrative
- **Continue to** retell familiar stories using small world resources, use
  - Simple story map with some simple instructions
  - Range of props and resources
- Across play
  - Share ideas and thoughts through talk
  - Listen to and respond to the ideas of others
  - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. *labels, signs, speech / thought bubbles, instructions* [linked to phonics teaching and learning]
- **Begin to** invent some new stories

**Music & Dance**

Charanga: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

□ **Au1: Me!** □ **Au2: My Stories**

- **Begin to** listen attentively, move to and talk about music, expressing their feelings and responses
  - How does the music make me feel? ... *emotions vocabulary* (see PSE)
- **Begin to** watch and talk about dance and performance art
  - What type of dance/music is it? ... *adjectives to describe music, e.g. happy, sad, slow, fast, bouncy*
  - Watch live music / dance performances linked to festivals ... *perform, celebrate, audience, musician, dancer*
- Sing in a group or on their own ... *tune*
  - Engage in circle and partner songs
  - **Begin to** make own verse for familiar song
- **Begin to** explore and engage in music making and dance
- Invent and dance / play music to show different emotions ... *emotions vocabulary* (see PSE)

**Music & Dance**

Charanga: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

□ **Sp1: Everyone!** □ **Sp2: Our World**

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Show *rhythm* and comparison of different sounds ... *beat, pulse, long, short*
- Watch and talk about dance and performance art, expressing their feelings and responses.
  - Watch performance from other cultures and compare differences...
- Sing in a group or on their own, increasingly matching the *pitch* and following the *melody* ... *high, low*
- **Consolidate** making own verse for a familiar song.
- Sing in a range of well-known nursery rhymes and songs
- Explore and engage in music making and dance, performing solo or in groups.

**Music & Dance**

Charanga: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

□ **Su1: Big Bear Funk** □ **Su2: Rewind and Replay**

- Sing a range of well-known nursery rhymes and songs
  - **Independently** perform a range of familiar songs and nursery rhymes.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
  - Perform **confidently** solo or in a group
  - Use a variety of musical instruments correctly and **independently** ... *tambourine, claves, drum, chime bar, maraca*
  - Improvise with basic musical instruments
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- **Confidently** sing a range of well-known nursery rhymes and songs
- Explore and engage in music making and dance
- Move in time to music

## EVALUATION:

**AUTUMN TERM:**

**SPRING TERM:**

**SUMMER TERM:**