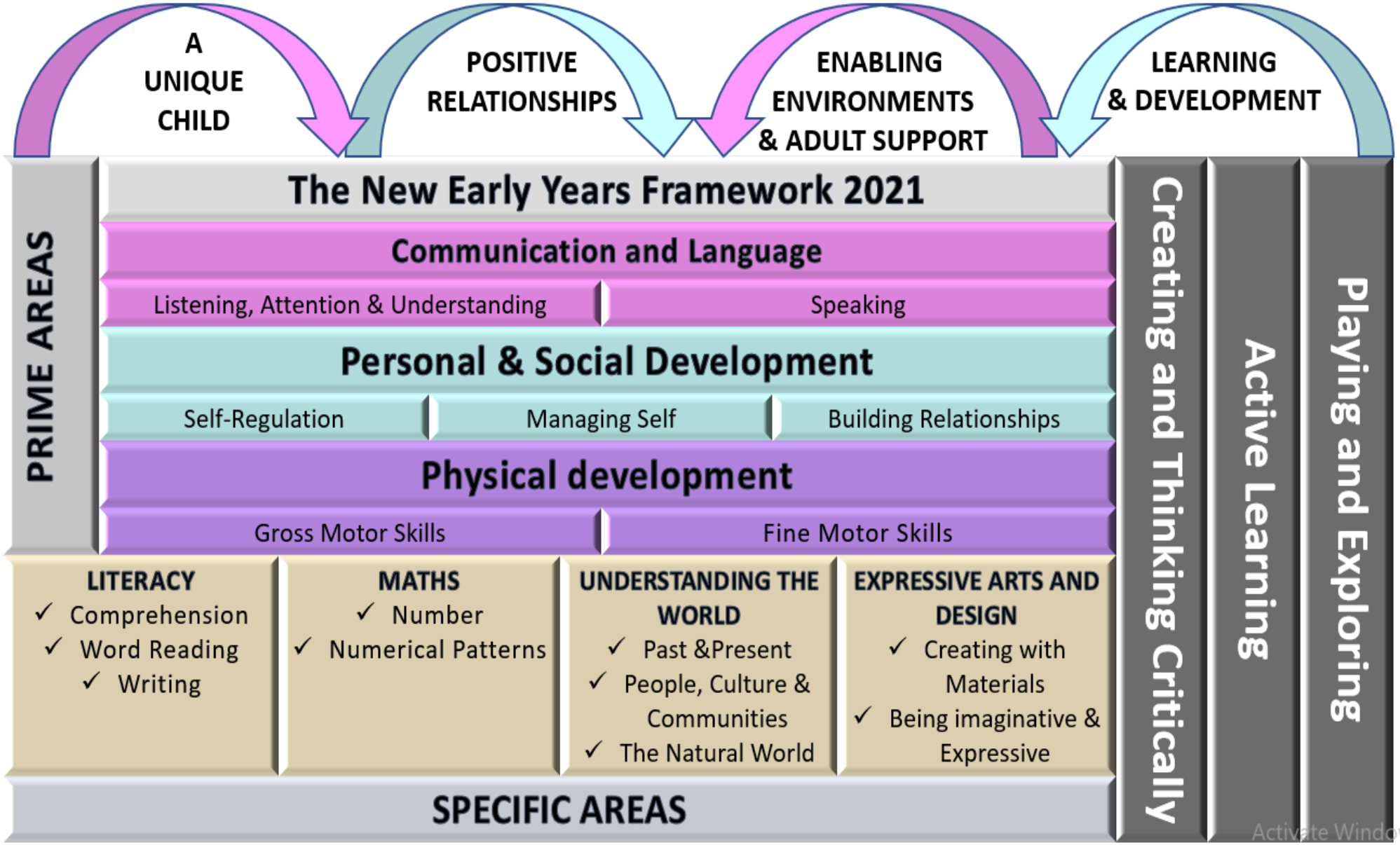
Reception Curriculum



Activate Window

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes **NB: These themes may be adapted at various points to allow for children's interests**	**Marvellous Me** Starting school / My new class / New Beginnings People who help us / Careers My family / PSED focus /relationships/feelings What am I good at? Nursery Rhymes/singing Exploring the work of artist Keith Haring	**Journeys** Bonfire night celebrations Little Red Hen – Harvest The Nativity A Starry Night Van Gogh Christmas Lists Letters to Father Christmas Posting Christmas cards.	**Animals** Arts & Design focus Lunar New Year Weather / seasons Healthy Lifestyles Exploring the work of artist Lowry	**Growing** What lives in our pond? Life cycles The great outdoors Planting beans/seeds Plants & Flowers Croxteth Farm Trip	**Super Kid** Reduce, Reuse & Recycle Fun Science / Materials Where do we live in the UK / world?	**Beside the seaside** Where in the world shall we go? Send me a postcard! Marine life Seaside's in the past Compare: Now and then! Seaside Art Reduce, Reuse & Recycle Fun Science / Materials Pirate Adventures
High quality Texts	All about me How are you feeling today? Meesha makes friends Marvellous Me Nursery Rhyme collection Leaf Man	How to catch a star The Bear and the Starry Night Stick Man: Recount: Writing letters Whatever Next The Christmas Story Christmas Week	Lunar New Year Dear Zoo Farmyard Hullabaloo Farmer Duck Lots of Dots Tiger Walk Guess how much I love you?	Easter Oi Frog The Tadpoles Promise What the Ladybird Heard Rosie's Walk Jack and the Beanstalk Spiderella	Supertato Count the superheroes Busy People Non-Fiction books Rapunzel	Alba the 100 year old fish Who Swallowed Stanley? Blue Planet David Attenborough Little People Big Dreams Sharing a Shell A Home for a Pirate Pirates/Seaside
'Wow' moments / Enrichment	Family Night (FOSN) Autumn Walk Remembrance Day Nurse /police officer/vet/ visit Harvest Service Church trip Diwali National Poetry Day Nursery Rhyme Week	Making biscuits Remembrance day Christmas Time / Nativity/Santa Posting Christmas Cards	Art exhibition Lunar New Year National Storytelling week Children's Mental Health week Weather experiments Pancake Tuesday	Mother's Day Food tasting – different cultures World Book Day Easter bonnet parade/egg rolling/decorating Caterpillars in Frogspawn in classroom or pond visits Wellie Walks – Park, shop, duck pond etc. Croxteth Farm Trip	Philharmonic Orchestra Trip Forest school trip	Under the Sea – singing songs and sea shanties Map work - Find the Treasure Pirate Day End of year family picnic Beach School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Marvellous Me**	**Journeys**	**Animals**	**Growing**	**Super Kid**	**Beside the Seaside**
	Characteristics of Effective Learning **Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Communication and Language	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.**					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, EYFS productions., Elklan interactions.	**Welcome to EYFS** Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Elklan Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")	**Tell me a story!** Develop vocabulary: Elklan Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	**Tell me why!** Develop vocabulary: Elklan Using language well Ask's how and why questions… Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Lunar New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	**Can you recount an event?** I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: philharmonic trip, forest school Wellie Walks Articulate a life cycle	**Explain to me!** Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more	Tell me about differences? I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seaside) I can talk about the experiences I have had at different points in the school year (end of year video)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Communication and Language	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.**					
Objectives (Birth to Five Matters)	• To show variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. • To understand a range of complex sentence structures including negatives, plurals, and tense markers.	• To understand a range of complex sentence structures including negatives, plurals, and tense markers. • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	• To listen and respond to ideas expressed by others in conversation or discussion. • To understand questions such as *who; why; when; where* and *how.*	• To use talk to organise, sequence and clarify thinking, ideas, feelings and events. • To introduce a storyline or narrative into their play.	• May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. • To begin to understand humour, e.g. nonsense rhymes, jokes. • To be able to follow a story without pictures or props.	• To begin to understand humour, e.g. nonsense rhymes, jokes. • To be able to follow a story without pictures or props. • To use language to imagine and recreate roles and experiences in play situations. • To link statements and sticks to a main theme or intention.

Reception Key Knowledge and Vocabulary						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Knowledge	• To know how to show variability in listening behaviour. • To know how to listen and respond to ideas expressed by others in conversation or discussion.	• To know how to link statements and stick to a main theme or intention. • To know how to make comments about what they have heard and ask questions to clarify their understanding.	• To know how to introduce a storyline or narrative into their play. • To know how to use language to imagine and recreate roles and experiences in play situations. • To know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	• To understand questions such as who; why; when; where and how. • To know how to indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. • To know how to hold conversation when engaged in back and-forth exchanges with their teacher and peers.	• To know how to use talk to organise, sequence, and clarify thinking, ideas, feelings and events. • To know how to be able to follow a story without pictures or props. • To know how to participate in small group, class discussions, offering their own ideas, using recently introduced vocabulary.	• To know how to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To begin to understand humour, e.g. nonsense rhymes, jokes. • To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To know how to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Vocabulary	Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem, carpet, sitting, listening, group, story time, ten, off, little, sentence, songs, joining in, rhymes, poems, good morning, right, now.	Fiction, non-fiction, why? how? questions, listening, group, story time, book, reading, instruction, telling, listen, follow, explain, because, conversation, turn taking.	Quiet, quietly, carpet, sitting, joining in, hand up, story time, book, reading, predict, pretend, turn taking, listening, Instruction, telling, listen, follow, explain, because pretend this is, ran, fell, I think, this morning, last night.	Question, song, rhyme, poem, safe, safety, road safety, fire alarm, joining in, friends, pretend, compromise, turn taking, fair, because, When? What? I think, when, does, and, next, after that, Let's try.	Instruction, patient, patience, join in, help, Where? What could we do next? instructions, listening, follow, explain, repeat, How? don't understand, retell, vocabulary linked to book, language, feelings, experience, went to, going to, please, thank you.	Listen, wait, turn, game, friend, new, different, explain, listen, heard, because, animals, man-made, soon, early, late, soft, hard, smooth, play, now, then, before, after, if, because, so, could.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Managing Self **Self regulation** **Making relationships** Objectives (Birth to Five Matters)	• To represent and recreate what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. • To develop particular friendships with other children. • To return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. • To be aware of behavioural expectations and sensitive to ideas of justice and fairness.	• To recognise that they belong to different communities and social groups and communicates freely about own home and community. • To understand their own and other people's feelings, offering empathy and comfort • To be more able to manage their feelings and tolerate situations in which their wishes cannot be met. • To seek support, "emotional refuelling" and practical help in new or challenging situations. • To be aware of behavioural expectations and sensitive to ideas of justice and fairness.	• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.	• To be able to describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms. • To show confidence in choosing resources and perseverance in carrying out a chosen activity. • Is able to talk about their own and others' feelings and behaviour and its consequences.	• To begin to understand different points of view and to challenge their own and others' thinking. • To be increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. • To be more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. • To show confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.	• To be proactive in seeking adult support and able to articulate their wants and needs. • To have a clear idea about what they want to do in their play and how they want to go about it. • To attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people. • To be able to seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives and** is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Managing Self **Self regulation** **Making relationships** Knowledge	To know how to express how I feel. To know that I can talk to familiar adults in our school. To know how to get dressed. To know how to use the toilet. To know how to take turns.	To know how to listen to others. To know how to follow a simple instruction.	To know when I am feeling happy, sad or angry. To know why we have rules.	To know that some foods and healthy and that others are unhealthy.	To know how to be a good friend. To know when other people are feeling sad.	To know the difference between good and bad actions. To know that my actions affect the world.
Vocabulary	Feelings, emotions, happy, sad, angry, good, bad, upset, rules, safety, timetable, toilet, wiping, listening, like, dislike, safe, behaviour, friend, teacher, peer, class, others, talk, conversation, play, group, roleplay.	Cry, nice, problem, sharing, taking turns, my turn, your turn, patience, waiting, why, explain, play, playing, help, please, dress, undress, clothing names, listening, next, help, please, friends, having A Go, class.	Proud, pride, breathing, following, behaviour, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow, toilet, food, drink, knife, fork, help, tired, healthy, treat food, talk, peer.	Choice, explain, say, worry, help, listening, waiting, trusted adults, friend, friendship, safe, achieve, healthy, physical activity, tooth brushing, screen time, dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, I think.	Sorry, upset, accident, help, following, good, like, proud, I can, better, like, dislike, why, explain, reason, resilience, try again, rule, directions, next, after that, do you? like, dislike, your turn, my turn, minutes, shall we?	Frustration, why, independence, getting on, planning, changing, me, my, I can, better, challenge, harder, next level, healthy, food names, physical activity, work out.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Physical Development **Fine Motor** Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	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 wellbeing. **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 practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
	Threading, cutting, weaving, playdough. Fine motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip. Taking shoes off and putting them on.	Threading, cutting, weaving, playdough. Fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough. Fine motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small items/button clothing/zips/ cutting with scissors.	Threading, cutting, weaving, playdough. Fine motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters mostly correctly.	Threading, cutting, weaving, playdough. Fine motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle.	Threading, cutting, weaving, playdough. Fine motor activities. Form letters correctly. Cut a shape out using scissors. Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Draw pictures that are recognisable. Build things with smaller linking blocks such as Duplo or Lego.
Daily opportunities for fine motor activities	Get Set 4 PE: Introduction to PE (Unit 1) Introduction to PE (Unit 2)	Get Set 4 PE: Dance (Unit 1) Fundamentals (Unit 1)	Get Set 4 PE: Fundamentals (Unit 2) Gymnastics (Unit 1)	Get Set 4 PE: Dance (Unit 2) Gymnastics (Unit 2)	Get Set 4 PE: Games (Unit 1) Ball Skills (Unit 1)	Get Set 4 PE: Games (Unit 2) Ball Skills (Unit 2)
Gross Motor Objectives (Birth to Five Matters)	CONTINUOUS PROVISION: Co-operation games e.g. parachute games. Climbing-outdoor equipment. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Crates play, climbing. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Physical Development	**CONTINUOUS PROVISION:** Co-operation games e.g. parachute games. Climbing-outdoor equipment. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Crates play, climbing. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.					
Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Use of Kinetic Letters. Provide extra help and guidance when needed. **Daily opportunities for fine motor activities** **Gross Motor Objectives (Birth to Five Matters)**	• To choose to move in a range of ways, moving freely and with confidence making changes to body, shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • To show a preference for a dominant hand. • To begin to use anticlockwise movement and retrace vertical lines.	• To choose to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • To begin to form recognisable letters independently. • To use a pencil and hold it effectively.	• To experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. • To jump off an object and land appropriately using hands, arms and body to stabilise and balance. • To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • To eat a healthy range of foodstuffs and understand the need for variety in food. • To describe physical changes to the body that can occur when feeling tired, unwell, anxious, angry or sad.	• To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • To use simple tools to effect changes to materials. • To handle tools, objects, construction and malleable materials safely and with increasing control and intention. • To show understanding of the need for safety when tackling new challenges and consider and manage some risks by taking independent action or by giving verbal warning to others. • To show understanding of how to transport and store equipment safely.	• To travel with confidence and skill around, under, over and through balancing and climbing equipment. • To show increasing control over an object in pushing, patting, throwing, catching or kicking it. • To form recognisable letters, most of which are correctly formed. • To notice changes when foods are combined or exposed to cold temperatures.	• To show increasing control over an object in pushing, patting, catching or kicking it. • To form recognisable letters, most of which are formed correctly. • To practise some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.

Reception Key Knowledge and Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development Knowledge and vocabulary	<u>Introduction to PE</u> • To know how to demonstrate balance. • To know how to make independent choices. • I know how to negotiate space safely with consideration for myself and others. • To know how to follow instructions involving several ideas or actions. • I know how to play co-operatively and take turns with ithers • To know how to use movement skills with developing balance and co-ordination.	<u>Fundamentals</u> • Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. • Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. <u>Dance</u> • To understand that I can move my body in different ways to create interesting actions. • To understand that I can change my action to show an idea.	<u>Gymnastics</u> • To understand that I can make different shapes with my body. • To know that I should be still when holding a balance. <u>Fundamentals</u> • Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip	<u>Dance</u> • To know that if I move into space it will help to keep me and others safe. • To know that when watching others, I sit quietly and clap at the end. • To know that if I use lots of space, it helps to make my dance look interesting. <u>Gymnastics</u> • To know that I can change my body shape to help me to roll. • To know that if I hold a shape and count to five people will see it clearly	<u>Ball Skills</u> • To know to look at the target when sending a ball. • To know to have hands out ready to catch <u>Games</u> • To know how to negotiate space safely with consideration for myself and others. • To know how to follow instructions involving several ideas or actions. • To know how to play co-operatively, take turns and encourage others.	<u>Ball Skills</u> • To know to watch the ball as it comes towards me and scoop it with two hands • To know that keeping the ball close will help with control. <u>Games</u> • To show an understanding of my feelings and can regulate my balance. • TO know how to use ball skills with developing competence and accurate. • To use movement skills with developing balance and co-ordination.
	Backwards Direction Forwards Partner Path Rules Safely score Sideways Space Stop Team	Balance Bend Crawl Direction Fast Hop Jump Land Action Counts Finish position High Low Move	Rules Run Safely Slide Slow Space Stop Travel Around Balance Bend Copy Hold Jump Land over	Quickly Shape Slowly Space Start position Travel Rock Roll Shape Squeeze Star still Straight Through Travel	Ball Bounce Catch Dribbling Hit Kick Partner	Points Ready Roll Run Score Target Throw

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Literacy Comprehension - Developing a passion for reading Word Reading **Floppy's Phonics** Whole class	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)					
	• To enjoy an increasing range of print and digital books, both fiction and non-fiction. • To be able to recall and discuss stories or information that has been read to them, or they have read themselves. • To begin to develop phonological and phonemic awareness. • To be able to continue a rhyming string and identify alliteration • To be able to hear and say the initial sound in words.	• To enjoy an increasing range of print and digital books, both fiction and non-fiction. • To start to link sounds to letters, naming and sounding the letters of the alphabet.	• To re-enact and reinvent stories they have heard in their play. • Know that information can be retrieved from books, computers, and mobile digital devices. • To begin to recognise some written names of peers, siblings or "Mummy"/" Daddy" for example. • Children may start to segment the sounds in words and blend them together.	• To begin to segment the sounds in simple words and blend them together and knows which letters represent some of them. • To begin to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. • Children may start to segment the sounds in words and blend them together	• To use vocabulary and forms of speech that are increasingly influenced by their experiences of reading. • To describe main story settings, events, and principal characters in increasing detail.	• To begin to link sounds to some frequently used digraphs, e.g. *sh, th, ee* • To engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge, and illustrations to interpret the text.

	Reception Key Knowledge					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy **Reading** Knowledge	• To enjoy an increasing range of print and digital books, both fiction and non-fiction. • To know how to continue a rhyming string and identifies alliteration. • To start to link sounds to letters, naming and sounding the letters of the alphabet. • To re-enact and reinvent stories they have heard in their play. • To know that information can be retrieved from books, computers, and mobile digital devices.	To begin to develop phonological and phonemic awareness. To be able to hear and say the initial sound in words. To know how to recall and discuss stories or information that has been read to them, or they have read themselves.	To anticipate – where appropriate – key events in stories. To use vocabulary and forms of speech that are increasingly influenced by their experiences of reading. To start to segment the sounds in words and blend them together. To know how to recognise some written names of peers, siblings or "Mummy"/" Daddy" for example.	To know how to recall and discuss stories or information that has been read to them, or they have read themselves. To know how to describe main story settings, events, and principal characters in increasing detail. To know how to segment the sounds in simple words and blend them together and knows which letters represent some of them. To know how to segment the sounds in words and blend them together.	To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To know how to link sounds to some frequently used digraphs, e.g. sh, th, ee	To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. To know how to read words consistent with their phonic knowledge by sound-blending. To know and say a sound for each letter in the alphabet and at least 10 digraphs. To engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge, and illustrations to interpret the text.
Vocabulary	<u>Floppy's Phonics Teaching</u> Sequence Level 1+ s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, le, ss. Level 1 + helpful words I, the, to, of, into, no, go Decodable helpful words Level 1+ ten, off, little	<u>Floppy's Phonics Teaching</u> Sequence Level 1+ s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, le, ss. Level 1 + helpful words I, the, to, of, into, no, go Decodable helpful words Level 1+ ten, off, little	Level 2 j, v, w, x, y, z, zz, qu, ch, th, sh, ng, dge, ve, wh, cks, tch, nk. Level 2 helpful words she, we, he, you, was, they, all, me, her Level 2 seven, six, have, when, which	Level 2 j, v, w, x, y, z, zz, qu, ch, th, sh, ng, dge, ve, wh, cks, tch, nk. Level 2 helpful words she, we, he, you, was, they, all, me, her Level 2 seven, six, have, when, which	Level 3 ai, ee, igh, oa, oo, oo (u), ar, or, ur, ow, oi, ear, air, er, ue, ue, ure, ture. Level 3 helpful words are, again, be Level 3 my, why, sky, three, too, look, sister	Level 3 ai, ee, igh, oa, oo, oo (u), ar, or, ur, ow, oi, ear, air, er, ue, ue, ure, ture. Level 3 helpful words are, again, be Level 3 my, why, sky, three, too, look, sister

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Writing Objectives (Birth to Five Matters	**Texts as a Stimulus:** ***Nursery Rhyme Book*** ***Dear Mother Goose*** ***So much*** ***The Colour Monster goes to School*** ***Shine*** ***Goldilocks and the 3 bears.*** • To give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. • To begin to break the flow of speech into words, to hear and say the initial sound in words.	**Texts as a Stimulus:** ***Little Red Hen*** ***How to catch a star*** ***The Bear and the Starry Night*** ***Stick Man: Recount: Writing letters*** ***Whatever Next*** ***The Christmas Story*** ***Christmas Week*** • To start to develop phonic knowledge by linking sounds to letters, naming, and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.	**Texts as a Stimulus:** ***The Billy Goats Gruff*** ***Rosie's Walk*** ***Dear Zoo*** ***Farmyard Hullabaloo*** ***Farmer Duck*** ***Lots of Dots*** ***Tiger Walk*** ***Guess how much I love you*** • To use their developing phonic knowledge to write things such as labels and captions.	**Texts as a Stimulus:** ***Non-fiction books on chicks*** ***Handa's Hen*** ***Jack and the Beanstalk*** ***Easter Story*** ***What the Ladybird Heard*** ***Oi Frog*** ***The Tadpoles Promise*** • To use their developing phonic knowledge to write things such as labels and captions.	**Texts as a Stimulus:** ***Supertato*** ***Count the superheroes*** ***Busy People Non-Fiction books*** ***Rapunzel*** • To enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats later progressing to simple sentences.	**Texts as a Stimulus:** ***Alba the 100 year old fish*** ***Somebody Swallowed Stanley*** ***Blue Planet David Attenborough Little People Big Dreams*** ***Sharing a Shell*** ***A new home for a Pirate Flotsam*** ***The Rainbow Fish*** • To enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats later progressing to simple sentences.

Reception Key Knowledge						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy **Writing** Knowledge	To give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. To know how to break the flow of speech into words, to hear and say the initial sound in words.	To enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats later progressing to simple sentences. To start to develop phonic knowledge by linking sounds to letters, naming, and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.	To know how to write recognisable letters, most of which are correctly formed.	To use their developing phonic knowledge to write things such as labels and captions.	To spell words by identifying sounds in them and representing the sounds with a letter or letters.	To write simple phrases and sentences that can be read by others.
Vocabulary	Listen, speak, speaking, writing, mean, explain, segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, story, print, text, illustration, pictures, reading, drawing, making marks, lines, circles.	Copy, picture, symbols, marks, letters, pencil grip, letters, copy, formation stories, spaces.	Initial sounds, hear, end sound, three sounds, spelling. pencil grip, hand, left To right.	Sounding out, independently, roleplay, helpful words.	Graphemes, phonemes, segmenting, three friend hold, spaces, correct formations.	Instructions, recipe, story, non-fiction, fiction, information book, sentences, capital letters, full stops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Maths	**Unit 1 - Number – number and place value** Numbers to 5 – Counting to 1,2 and 3. Counting to 4. Counting to 5. **Unit 2 - Number – number and place value** Comparing groups within 5 – Comparing quantities of identical objects. Comparing quantities of non-identical objects. **Unit 3 - Geometry – properties of shape** Shape – 3D shape	**Unit 3 - Geometry – properties of shape** Shape – 2D shape **Unit 4 – Number – addition and subtraction** Change within 5 - One more, one less **Unit 5 Number- addition and subtraction** Number bonds within 5 – introducing part-whole model **Unit 6 – Geometry – properties of shape** Space – Statical awareness	**Unit 7 – Number - number and place value** Counting to 6, 7, and 8. Counting to 9 and 10 **Unit 8 – Number – number and place value** Comparing groups up to 10 **Unit 9 – Number – addition and subtraction** Addition to 10 - **c**ombining 2 groups to find the whole **Unit 10 – number – number and place value** Measure – Length, height and distance. Weight	**Unit 11 – Number – addition and subtraction** Number bonds to 10 – using a ten frame. The part-whole model to 10. **Unit 12 - Number – addition and subtraction** Subtraction **Unit 13 – Geometry – properties of shape** Exploring pattern – making simple patterns. Exploring more complex patterns.	**Unit 14 - Number – addition and subtraction** Counting on and counting back – adding by counting on. Taking away by counting back. **Unit 15 – Number – number and place value** Number to 20 – counting to and from 20 **Unit 16– Number – multiplication and division** Numerical patterns – Doubling. Halving and sharing.	**Unit 16– Number – multiplication and division** Numerical patterns– odds and evens **Unit 17 – Geometry – properties of shape** Shape – composing and decomposing shapes. **Unit 18 – Number – number and place value** Measure – volume and capacity **Unit 19 – Number – addition and subtraction** Sorting – sorting into 2 groups **Unit 20 – Measurement** Time – My day

Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Vocabulary	• One, two, three, four, five, number, count, count forwards, count backwards, how many, total, altogether, cube, same, different, next, after, arrange, more, fewer, every count, represent, match, sort, compare, equal, less than, fewer than, greater than, more than, equal amount, roll, stack, push, curved, straight, round, corners, face, edge, sides, square, rectangle, circle, triangle.	• sphere, cube, cuboid, cylinder, cone, big, little, flat, odd one out, difference, properties, characteristics, none, zero, first, then, now, order, take away, add, altogether, number story, represent, five frame, group, parts, whole, part-whole model, how many, counting, in, on, below, under, above, in front of, behind, next to, up, down, across, forwards, backwards.	• Six, seven, eight, nine, ten, ten frame, collections, group, dice, method, fewest, greater, greatest, smaller, smallest, large, largest, taller, tallest, shorter, shortest, how many more, addition, adding, together, larger, largest bigger, small, smaller, longer, longest, shorter, shortest, tall, taller, tallest, further, furthest, heavy, heavier, heaviest, light, lighter, lightest, amount, widest, thinnest, length, width, height, weight, balanced, balance, scale, estimate, predict, check, measure, compare, order.	• Group, counters, how many fewer, fewer than, whole part, bead string, missing number, add 6 number bond to 10, number bond, whole part total, recombine, leave, group, subtract, left, break, make, next, pattern, patterns, repeat, repeats, unit of repeat, core, round, complex, size, shape, colour, action, elements, bigger, smaller, stripes squares.	• count on, count back, move forwards, go back, jump back, jump forwards, more, less, before, after, forwards, backwards, direction, moves, jumps, start, stop, first, total number, track, possibilities, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, represent, double, double facts, doubling, next, predict, teams, counters, domino, number track, represent, half, halving, share, fair.	• Uneven, unequal, solution, odd, even, odd number, even number, puzzle, fold, open, build, turn, full, nearly full, not full, half full, empty, nearly empty, half empty, more, most, less, least, nothing, none, same, equal, different amount, fill, pour, empty, wide, wider, widest, narrow, narrower, narrowest, tall, thin, short, fat, estimate, predict, measure, check, compare, sort, group, object, odd one out, size, shape, colour, pattern, how many more than, describe, explain first, next, later, then, before, after, every day, time, later, 10 clock face, o'clock, order, timetable, sequence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Understanding the world **RE / Festivals** .	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.					
	• To enjoy joining in with family customs and routines. • To talks about past and present events in their own life and in the lives of family members. • Know that other children do not always enjoy the same things and is sensitive to this.	• To talk about the features of their own immediate environment and how environments might vary from one another. • To make observations of animals and plants and explains why some things occur and talks about changes.	• Know about similarities and differences between themselves and others, and among families, communities, cultures, and traditions.	• To look closely at similarities, differences, patterns and change in nature.	• Know about similarities and differences in relation to places, objects, materials and living things.	• Know about similarities and differences in relation to places, objects, materials and living things.
	I am Special **Harvest**	**Special People** **Special Times**	**Stories Jesus Heard**	**Stories Jesus Told** Easter	**Friendship** **Special Places**	**Prayer** **Special Times**

Reception Curriculum

Understanding the world

RE Focus

Knowledge and Vocabulary

I am Special
- To know Christians believe that they are fearfully and wonderfully made by God.
- To know Christians believe that each one of us is unique, special and loved.
- To know Christians refer to God as the Father, the Son and the Holy Spirit.
- To know Christians believe that Jesus is God's son.
- To know Muslims, have 99 different names for God.

Harvest
- To know Christians believe God created the world.
- To know Christians believe that we should say thank you to God at Harvest time.
- To know Christians celebrate the Harvest Festival with a special service in church.

Special People
- To know Jesus was special and performed miracles.
- To know people, choose to do a variety of jobs that particularly show Christian values in action. E.g. health care workers, emergency service workers, parents etc.
- To know there are special/important/holy people /leaders/teachers in all world faiths.
- To know the Vicar/Priest is the leader of the local church.
- To know the Imam is the leader of the local mosque

Christmas
- To know that for Christians Christmas is the celebration of Jesus' birthday.
- To know Jesus was a very special baby.
- To know Christians believe he was the Son of God.
- To know the church celebrates Christmas in special ways.
- To know Diwali is Hindu festival of light celebrated in the Autumn.

Stories Jesus Heard
- To know Jesus listened to and learned Old Testament stories.
- To know Old Testament stories teach us about God.

Stories Jesus Told
- To know Jesus told stories and that they are found in the Bible.
- To know Jesus told the stories to teach people about God.

Easter
- To know Jesus rode into Jerusalem on a donkey on Palm Sunday.
- To know Jesus died on the cross on Good Friday.
- To know Christians, believe that Jesus rose on Easter Day and is alive today.
- To know Easter is the most important time of the year for the Church.

Friendship
- To know Christians consider themselves to be friends of Jesus.
- To know Jesus has 12 special friends called disciples.

Special Places
- To know Christian's worship in a Church.
- To know Muslims worship in a Mosque.
- To know Hindus worship in a Temple/Mandir.
- To know people, consider places to be special for different reasons.
- To know some people of faith, take off their shoes before entering a place of worship

Prayer
- To know that Jesus taught his disciples (us) the Lord's Prayer.
- To know the prayer is a form of communication with God.
- To know prayer is expressed in a variety of ways.
- To know people pray for many different reasons.

Special Times
- To know the arrival of the holy spirit is remembered at Pentecost
- To know that people of faith have special times of prayer.
- To know special times, create memories.
- To know celebrating special times is important.

	Reception Curriculum					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world **RE Focus** Vocabulary	• God, love, father and unique • God, food, creation, harvest, thank you and prayer.	• Love, trust, compassion, generosity, courage, Jesus, miracle and Bible. • Anniversary, christening, baptism, wedding, celebration, funeral, Holy Spirit, birthday and prayer.	• Bible, Old Testament, God, Jesus, Creation, Noah, Joseph, Moses, Joshua, Gideon, Jonah, David, Goliath and Israelites	• Jesus, Bible, parable, gospels and God. • Love, sacrifice, Jesus, Easter, disciples, Holy Week, Palm Sunday, crucified, cross, tomb and risen	• Friend, Friendship, Trust, Love, Jesus. • Church, Jesus, Mosque, holy and Temple.	• Pray, prayer, God, Jesus, the Lord's Prayer • Anniversary, christening, baptism, wedding, celebration, funeral, Holy Spirit, birthday and prayer.

Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world **Science Focus** Knowledge and Vocabulary	• To know how to describe people who are familiar to them. • To know how to how to take care of themselves	• To know how to play and explore outside in all seasons and in different weather • To observe living things throughout the year • To know facts about the Earth, Sun, Moon, planets and stars • To know about about space travel.	• To know the name and describe animals that live in different habitats. • To know how to describe different habitats. • To explore the plants in the surrounding natural environment. • To explore the animals in the surrounding natural environment • To explore plants and animals in a contrasting natural environment.	• To explore shadows. • To explore rainbows. • To know how to to change how things work • To explore how the wind can move objects • To explore how objects move in water.	• Explore a range of materials, including natural materials • To know how to make objects from different materials, including natural materials • To observe, measure and record how materials change when heated and cooled • To know how to compare how materials change over time and in different conditions.	• To listen to sounds outside and identify the source. • To know how to make sounds.
	hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman	spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers	names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice	float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce	ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back	sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar

Reception Key Knowledge and Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world **Geography Focus** . Knowledge	**<u>Local area: Why are maps important?</u>** • I can find simple objects on a map. • I can read and draw a simple map.	**<u>Local area: Why are maps important?</u>** • I can follow simple directions (up/down, left/right, backwards/forwards) • I can talk about a range of real maps, electronic globes and maps, maps of school, maps of Crosby village and story maps. • I can name the city that I live in.	**<u>Local area: Why are maps important?</u>** • I can identify and name the country that I live in. • I can find land and sea on a map. • I know that there are different countries in the world, and I talk about how far or close they are to the UK on a map and how they can be different.	**<u>Seasonal Change: Why do we wear different clothes at different points of the year?</u>** • I can talk about the seasonal changes around me by describing what I can see, hear and feel outside. • Record seasonal changes through mark making that I can interpret and explain.	**<u>Seasonal Change: Why do we wear different clothes at different points of the year?</u>** • I know that I must wrap up warm in the winter because it is colder. • I know that I should wear sunscreen, a hat and sunglasses in the summer.	**<u>Seasonal Change: Why do we wear different clothes at different points of the year?</u>** • I know when my birthday is and the activities, I can have at my party based on the season it is in. • I know that there are different countries in the world, and I talk about holidays I have been on and the clothes I wore.
Vocabulary	map, digital map, country, land, sea, city, village, road, school, playground, direction, journey, different, same, symbol.	up, down, left, right, backwards, forwards, Crosby, UK, Liverpool, world, route, globe.	country, land, sea, different, same, near, far.	summer, winter, autumn, spring, changes, cold, hot, warm, sun, snow, rain, dark,, season, seasonal change, leaves.	sun hats, woolly hats, gloves, sunglasses, safe.	country, countries, sun hats, woolly hats, gloves, sunglasses, safe.

Reception Key Knowledge and Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world **History Focus** . Knowledge	**Enquiry 1 – How have I changed since I was a baby?** • To talk about a character's life in relation to the past, present and future using then, before, now, next and soon. • Make links between the character's life events and their own life to date. • Talk about their past and present events of family members using then, before, now, next and soon • Recognise physical changes in a character's life using then, before, next and soon.	**Enquiry 1 – How have I changed since I was a baby?** • Recognise physical changes in their own life using then, before, next and soon. • Recognise physical changes in their own life using then, before, next and soon. • Sequence familiar events in their own life in order. • Using: last week, yesterday, a long time ago, last year, before I was born to discuss events from the past.	**Enquiry 2 – How have toys changed over time?** • To answer how and why questions in response to stories and events where old toys are present. • To ask questions about toys from the past. • To know information about the past can be found in books and technological devices.	**Enquiry 2 – How have toys changed over time?** • To make observations on historical items and record their thoughts using marks they can interpret and explain. • Look closely at similarities and differences in toys from the past and present. • To understand the changes in toys over time.	**Enquiry 3: What are our favourite celebrations each year?** • To develop a timeline of celebrations across the year. • To understand the past from books read in class and storytelling.	**Enquiry 3: What are our favourite celebrations each year?** • To ask appropriate questions to visitors who celebrate different festivals. • To explore different celebrations across cultures (Harvest, Christmas, Diwali, Lunar New Year etc) • To talk about the people around them and the festivals they celebrate.
Vocabulary	then, before, now, next, soon, family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends, similar, different, information.	timeline. Day, Week, First, Last, Them, Next, Days Of The Week – Names, last week, yesterday, a long time ago, last year, before I was born, history, past.	past, present, material, wood, plastic, electronic, puppets, museum, fabric, old, new.	past, present, material, wood, plastic, electronic, puppets, museum, fabric, old, new.	special places of worship, churches, images, pictures, change, different, people, places, time, compare, comparison, same, similar.	• special places of worship, churches, images, pictures, change, different, people, places, time, compare, comparison, same, similar.

Reception Key Knowledge and Vocabulary

Understanding the world

Computing Focus

Knowledge and Vocabulary

Personal, Social and Emotional Development

- Know how to wait a short amount of time for something I want eg: a computer loading / an App to work.
- Know how to complete a familiar task independently and with support will try new things. Eg: a computer programme / Beebot.
- Know how to select tools and resources that I need to complete a task of my own choosing.
- Know how to be safe online.
- Know that a password is secret.
- Know how to use an iPad or tablet appropriately.
- Know how to use my fingers on a touch screen and control a mouse/touchpad on a computer.

Understanding the World

- Know to use a camera, i.e.: on an iPad.
- Know how to work a simple programmable toy.
- Know how to select and use technology for particular purposes.
- Know how technology is used in my own home.
- Know that technology has changed since the adult
- in my home were younger

Expressive Art and Design

Safely use a range of technology for a purpose

Vocabulary

- Computer
- iPad
- Tablet
- App
- Button
- Mouse
- Screen
- Keyboard
- Google
- Information
- Control
- Instruction
- Internet
- Robot
- Save
- Sequence
- Instructions
- Search
- Safety
- Online
- Password

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Expressive Arts and Design *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* *Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*	• To begin to build a collection of songs and dances. • To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.	• To create representations of both imaginary and real-life ideas, events, people, and objects • To Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • To introduce a storyline or narrative into their play. • To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.	• To express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. .	• To choose particular movements, instruments/sounds, colours and materials for their own imaginative purposes. • To play cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative.	• To make music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. • To develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	• To develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • To use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • To respond imaginatively to art works and objects, e.g. *this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the Seaside
Expressive Arts and Design **Music Focus** Knowledge	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Nursery Rhymes • Know how to create new verses or words to a song. • Know how to move in time with the pulse and respond to changes. • Know how to play instruments changing tempo and dynamics. • Know how to sing in a group or on my own, increasingly matching the pitch and following the melody. • Know how to start and stop with others when playing an instrument.	**Journeys** • Know how to add sound effects appropriately. • Know how to co-ordinate actions to go with a song. • Know how to copy and create simple rhythm patterns on an instrument or with body sounds. • Know how to respond appropriately to written symbols or hand signs. • Know how to stop with others when performing. • Know how to talk about music in an abstract which shows imagination or thought.	**Everyday life** • To know how to create my own actions and words and increasingly perform them to the pulse. • To know how to add sound effects appropriately to enhance a story or song. • To know how to copy simple rhythm patterns and create my own rhythms on an instrument or with body sounds. • To know how to create a sequence of different sounds in response to a stimulus. • To know how to play percussion and body sounds and I am developing a good awareness of a steady beat. • To know how to sing in a group or on my own, increasingly matching the pitch and following the melody.	**Minibeasts** • To begin to use some musical words to describe what I have heard, discussing the changes and patterns in a piece. • Know how to copy simple rhythm patterns on an instrument or with body sounds. • Know how to match rhythm to words. • To know how to move expressively to music. • To know how to play percussion and body sounds and develop an awareness of a steady beat, dynamics and tempo. • Know how to sing in a group or on their own, increasingly matching the pitch and following the melody.	**All about me** • Able to respond to changes in the music through movement or mark making. • Beginning to use some musical words to describe what has been heard, discussing the changes and patterns in a piece. • Increasingly able to keep a steady beat when performing actions, moving to the music or making own music. • Know how to copy and create simple rhythm patterns on an instrument or with body sounds. • Know how to create own music or words in response to a theme or idea. • Know how to sing in a group or on own, increasingly matching the pitch and following the melody.	**Traditional Tales** • Know how to add sound effects appropriately to enhance a story or song. • Know how to copy and create simple rhythm patterns on an instrument or with body sounds. • Know how to create new verses to familiar songs or improvise new ideas. • Know how to move in time with the pulse and respond to changes. • Know how to respond appropriately to written symbols or hand signs. • Know how to sing in a group or on own, increasingly matching the pitch and following the melody.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the seaside
Expressive Arts and Design **Music Focus** Vocabulary	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<u>Nursery Rhymes</u> High, low, instrument, start, stop. Action, move, pulse, fast, loud, quiet, slow, sound,	<u>Journeys</u> Beat, rhythm, rest, listen, speed, volume, instrument, action, sound, pulse.	<u>Everyday Life</u> Action, rhythm, fast, high, low, slow, rhythm, sing, beat, instrument, rhythm, loud, quiet, sound, match, speed.	<u>Minibeasts</u> High, low, action, sing, instrument, play, sing, beat, pulse, rhythm, fast, instruments, slow, fast, loud, quiet, slow.	<u>All about me</u> Copy, note, rhythm, instrument, note, sing, speak, voice, high, low, slide, copy, pulse, sound	<u>Traditional Tales</u> Beat, rhythm, action, high, low, loud, quick, quiet, slow, sing, speak, voice.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Journeys	Animals	Growing	Super Kid	Beside the seaside
Expressive Arts and Design	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Design Technology Focus Knowledge	• Know how to use scissors safely. • Know how to cut along a straight line.	• Know how to cut along a wavy line. • Know how to join two items using tape.	• Know how to use glue to fix items together • Know how draw a plan.	• Know that I can adapt and change something I have made. • Work with a friend, sharing ideas.	• Know that some materials are better for building with than others.	• Know that I can talk about what I have made and say why.
Vocabulary	• Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper. Straight Line, Copy, Follow.	• Observe, Copy, Look, Notice, Materials, Textures, Junk, Modelling, Glue, Sellotape. Joins, Materials, 3d Work, Masking Tape, Glue Stick, Stronger, Hold. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper.	• Materials, Textures, Join, Assemble, Glue, Folds, Sellotape, Cutting, Scissors.	• Materials, Textures, Collage, PlayDough, Instructions, Copy, Similar. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Shapes, Lines, Copy.	• Choice, Surface, Paper, Card, Materials, Textures, Instructions, Natural, Manmade, Puppets, Material, FTools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Independence, Lines, Follow.	• Detail, Explain, Change, Imagination, Observation, Evaluate, Like, Dislike, Change, Similar, Different, Improve, Better, Ideas, Explain, Reason, Why. Tools, Techniques, Adapt, Change, Review, Explain. Tools, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Purpose, Independence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Focus Knowledge and Vocabulary	• I know that when I mix two colours it makes a different colour. • I know how to match the colours I see to what I want to represent. **Access Art - What can we see?** • Finding circles. • Collecting, arranging and drawing. **Access Art – How can we use our bodies to make art?** • Dancing to art. **Access Art – How can we explore colour?** • Collaging with wax crayon rubbings. (Leaf rubbing)	• I know how to use paint tools with care and precision. • I know red and blue makes purple. • I can recognise pieces of art by Keith Haring. **Access Art – How can we build explore materials and marks?** • Nursey Nighttime Collage • Collage streets • Galaxy Painting	• I know yellow and blue makes green. • I know red and yellow makes orange. • I know that artists create any of the variety of creative arts such as painting, sculpture etc. • I can recognise pieces of art by Van Gogh. **Access Art - What can we see?** • Collecting, arranging, drawing. • Still life compositions inspired by Cezanne. **Access Art – how can we build, explore materials and marks?** • Burton Harthow Ducklings	• I can talk about what I see in a picture or piece of art. • I know how to use a paint brush and pallet. • I know how to draw a simple face. **Access Art – how can we build, explore materials and marks?** • Mark – making and sound. • Transforming objects. **Access Art – How can we explore 3D materials?** • Clay Play • Insect Hotels	• I can talk about my artwork. • I know that materials can be joined / mixed to create interesting effects. **Access Art – how can we build, explore materials and marks?** • Printing with String • Mark – making and sound. • Imaginary Landscapes. **Access Art – How can we explore 3D materials?** • Clay Play • Fruit and veg heads	• I can draw the things I see around me, making simple representations. • I can recognise pieces of art by Lowry. **Access Art – how can we use our bodies to make art?** • Movement maps • Hands, feet and flowers • To colour… • Shells – Observational and imaginative drawing.
	• Line, detail, observe, pencils, colour, paint, mix, water, colours, colour names, change, lighter, darker, primary colour.	• Observe, Copy, Look, Notice, Shape, Colour, Lines, Represent. Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Light, Dark. Paint, Painting, Colour, Choice.	• Detail, Features, Circles, Shapes, Lines, Colour, Water Colour, Water, Paint, Light, Dark, Bold, Faint, Combine, Mix. Paint, Painting, Colour, Choice, Type, Poster, Ready Mix, Print, Paint.	• Represent, Colours, Colour Names, Style, Similar, Paint, Painting, Colour, Choice, Mix, New, Primary Print, Paint, Choice,, Objects, Patterns, Environment, World, Nature. Materials, Textures, Collage,	• Change, Lighter, Darker, Mix, Primary Colour,, Light, Dark, Shades. Paint, Painting, Colour, Choice, Surface, Paper, Card, Brushes, Thick, Thin, Difference. Print, Paint, Choice, Symmetry, The Same, Pattern, Shape, Colour.	• Detail, Explain, Thick, Thin, Colour, Observe, Notice, Like, Dislike, Reason. Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Light, Dark, Purpose. Paint, Painting, Colour, Choice, Inspiration, Imagination, Observation, Evaluate, Like, Dislike, Change,

Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!						
Communication and Language	**Personal, Social, Emotional Development**	**Physical Development**	**Literacy**	**Maths**	**Understanding the World**	**Expressive Arts and Design**
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers **ELG: Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	**ELG: Self-Regulation** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.	**ELG: Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	**ELG: Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	**ELG: Number** Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	**ELG: Past and Present** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.