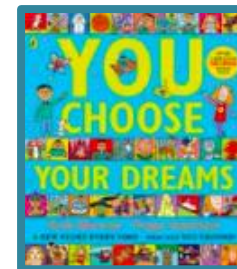
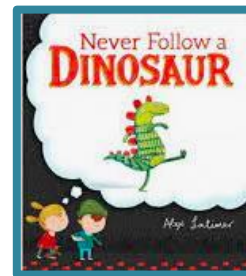
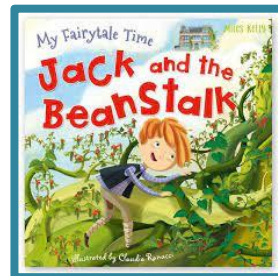


# Lark Hill Community Primary

## Reception Curriculum 2023 - 2024

### New EYFS Framework 2021

















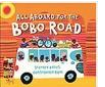



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

**Age Related Expectations** \* *Teaching and learning to be differentiated/adapted through short term planning, driven by assessment*

*Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision*

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	<b>Our Street, Our World</b>	<b>Into the Dark</b>	<b>From Field to Table</b>	<b>Eggstraordinary Creatures</b>	<b>Imagine that!</b>	<b>Are we nearly there yet?</b>
<p><b>Planning around a quality text.</b></p> <p><i>To be chosen following children's interests.</i></p> <p><i>Suggested text and supplementary texts:</i></p>	<ul style="list-style-type: none"> <li><b>The Kissing Hand for Chester Raccoon – Audrey Penn</b> </li> <li><b>Ted's Adventures in Salford – school made PowerPoint supported by non-fiction texts around community</b></li> <li><b>Room on a Broom – Julia Donaldson</b> </li> </ul>	<ul style="list-style-type: none"> <li><b>Pumpkin Soup – Helen Cooper</b> </li> <li><b>Leaf Man – Lois Elhart</b> </li> <li><b>Dear Santa – Rod Campbell</b> </li> </ul>	<ul style="list-style-type: none"> <li><b>Jack and the Beanstalk.</b> </li> <li><b>The Extraordinary Gardener – Sam Broughton</b> </li> <li><b>The Tiny Seed – Eric Carle</b> </li> </ul>	<ul style="list-style-type: none"> <li><b>Never Follow a Dinosaur – Alex Latimer</b> </li> <li><b>The Ugly Duckling</b> </li> <li><b>The Odd Egg – Emily Gravet</b> </li> </ul>	<ul style="list-style-type: none"> <li><b>You Choose – Nick Sharratt and Pippa Goodheart</b> </li> <li><b>Oi Frog – Kes Grey and Jim Field</b> </li> <li><b>Laika the astronaut dog</b></li> </ul>	<ul style="list-style-type: none"> <li><b>My Granny Went to Market – Stella Blackstone</b> </li> <li><b>Poles Apart – Jeanne Willis</b> </li> <li><b>Whatever Next – Jill Murphy</b> </li> </ul>

<p><b>Linked texts</b></p>	<ul style="list-style-type: none"> <li>○ <b>Ketchup on your Cornflakes</b> – Nick Sharratt </li> <li>○ <b>The Journey Home from Grandpa's</b> – Jemma Lumley </li> <li>○ <b>How Cities Work</b> – James Guliver Handcock</li> <li>○ <b>We All Have Different Families</b> - Melissa Higgins</li> <li>○ <b>Smelly Louie</b> – Catherine Rayner</li> <li>○ <b>This is the way we go to school</b>-Edith Baer</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>What's Next?</b> – Timothy Knapman </li> <li>○ <b>The Things Trees Do</b> <a href="https://www.youtube.com/watch?v=1Kc0dtdQIQs">https://www.youtube.com/watch?v=1Kc0dtdQIQs</a></li> <li>○ <b>The Leaf Thief</b> – Alice Hemming and Nicola Slater </li> <li>○ <b>We're Going on a Leaf Hunt</b> – Steve Metzger </li> <li>○ <b>Little Owls Night</b> – Divya Srinivasan </li> </ul>	<ul style="list-style-type: none"> <li>○ <b>The Little Gardener</b> – Emily Hughes </li> <li>○ <a href="https://www.youtube.com/watch?v=4BMzcAzhb0w">https://www.youtube.com/watch?v=4BMzcAzhb0w</a></li> <li>○ <b>Jim and the Beanstalk</b> – Raymond Briggs </li> <li>○ <b>What I love About Trees</b> – Chris Butterworth <a href="https://www.youtube.com/watch?v=1Kc0dtdQIQs">https://www.youtube.com/watch?v=1Kc0dtdQIQs</a></li> <li>○ <b>Eddie's Garden</b>-Sarah Garland</li> <li>○ <b>Jasper's Beanstalk</b></li> <li>○ <b>Oliver's vegetables</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>And Tango Makes Three</b> – Justin Richardson and Peter Parnell </li> <li>○ <b>Who is in the Egg</b> – Alexandra Milton </li> <li>○ <b>Tyrannosaurus Drip</b> – Julia Donaldson </li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Rhyming Rabbit</b> – Julia Donaldson </li> <li>○ <b>On the Way Home</b> – Jill Murphy </li> <li>○ <b>If You Take a Pencil</b> – Fulvio Tesoa </li> <li>○ <b>Eliot Nightime superhero</b> – Anne Cottringer </li> <li>○ <b>Superworm</b> – Julia Donaldson</li> <li>○ <b>Toys in Space</b> – Mini Grey</li> <li>○ <b>Class three all at Sea</b> – Julia Jarmin</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Naughty Bus</b> - Jan and Jerry Oke </li> <li>○ <b>All Aboard for the Bobo Road</b>-Stephen Davis </li> <li>○ <b>The Journey Home</b> - Fran Preston Gannon </li> </ul>
<p><b>Trips/Visitors Enrichments</b></p>	<p><b>Visitors:</b></p> <ul style="list-style-type: none"> <li>○ People from the local area</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>○ Local area / shops</li> </ul>	<p><b>Visitors:</b></p> <ul style="list-style-type: none"> <li>○ Wildlife and nocturnal animals e.g. hedgehogs</li> <li>○ Theatre group</li> <li>○ Dancers</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>○ Park / Woodland</li> <li>○ Sing at the care home.</li> </ul>	<p><b>Visitors:</b></p> <ul style="list-style-type: none"> <li>○ Gardeners</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>○ Park / Woodland</li> <li>○ RHS</li> <li>○ Allotments</li> </ul>	<p><b>Visitors:</b></p> <ul style="list-style-type: none"> <li>○ Eggs / incubator</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>○ Farm</li> </ul>	<p><b>Visitors:</b></p> <ul style="list-style-type: none"> <li>○ Theatre group</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>○ Theatre</li> </ul>	<p><b>Visitors:</b></p> <ul style="list-style-type: none"> <li>○ Transport workers</li> <li>○ Family members to talk about where they are from</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>○ A journey to...</li> </ul>

<p><b>Celebrations / Festivals / Special Events</b></p>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Rosh Hashanah</li> </ul> <p><b>National Poetry SLD</b> <b>'Refuge'</b> Thurs 5<sup>th</sup> Oct The English Team</p> <p><b>Show Racism the Red Card</b> 20<sup>th</sup> October</p> <ul style="list-style-type: none"> <li>○ The SRtRC Team</li> <li>○ Dance every Wednesday</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Harvest Festival</li> <li>○ Halloween</li> <li>○ TT rockstars/numberblocks dress up day</li> <li>○ Dia de los Mertos</li> <li>○ Bonfire Night</li> <li>○ Diwali / Hannukah</li> <li>○ Christmas</li> <li>○ World Philosophy Day 16<sup>th</sup> Nov</li> <li>○ Dance every Wednesday</li> </ul> <p><b>Remembrance Day –</b> Mon 7<sup>th</sup> Nov The History Team</p>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Lent</li> <li>○ Holi</li> <li>○ Carnival / Pancake Day</li> <li>○ Lunar New Year</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Mothers' Day</li> <li>○ Easter</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Eid al-Fitr 21<sup>st</sup> April (end of Ramadan)</li> <li>○ <b>Earth Day –</b> <b>Mon 22nd</b> <b>April</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Father's Day</li> <li>○ Shavuot (feast of weeks)</li> <li>○ Eid Al Adha 29<sup>th</sup> June</li> </ul>
<p>Provision areas to model, enhance and develop key vocabulary</p>	<ul style="list-style-type: none"> <li>○ Dough Area <ul style="list-style-type: none"> <li>-Following instructions to make dough.</li> <li>-Select resources and ingredients.</li> </ul> </li> <li>○ Maths <ul style="list-style-type: none"> <li>-play board games cooperatively</li> <li><b>Outdoor- mud kitchen to model loose parts.</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Creative area <ul style="list-style-type: none"> <li>Linked to whole school Art policy</li> <li>-Spend a longer period -of time on a piece</li> <li>-Wipe the excess off a brush</li> <li>-Naming tools</li> </ul> </li> <li><b>Outdoor- literacy and maths shed.</b></li> </ul>	<p>Writing in provision</p> <ul style="list-style-type: none"> <li>-writing for a purpose</li> <li>-applying phonic knowledge as part of independent work.</li> <li>-developing writing through role play-garden centre.</li> </ul> <p><b>Outdoor- gardening/potting shed.</b></p>	<ul style="list-style-type: none"> <li>○ Small World <ul style="list-style-type: none"> <li>-create own stories and re tell orally.</li> <li>- share stories for adults to scribe.</li> </ul> </li> <li><b>Outdoor- investigation area.</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Writing Area <ul style="list-style-type: none"> <li>-use links to small world stories to write.</li> <li>-Read own writing to others.</li> </ul> </li> <li><b>Outdoor- stage area and role play shed.</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Construction <ul style="list-style-type: none"> <li>-modelling combining resources.</li> <li>-using joining skills.</li> <li>-using a range of tools and resources.</li> </ul> </li> <li><b>Outdoor- large construction to create places/buildings as part of role play.</b></li> </ul>

<p><b>Pathways to write key texts</b></p>	<p>We're Going to Find the Monster! by Malorie Blackman and Dapo Adeola</p> <p><b>Outcome:</b> Fiction – retell and labels</p> <p><b>3- and 4-year-olds outcome:</b> To use images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story.</p> <p><b>Children in reception outcome:</b> To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening.</p>	<p>I'm going to eat this ant by Chris Naylor-Ballesteros</p> <p><b>Outcome:</b> Non-Fiction – Labels/Captions</p> <p><b>3- and 4-year-olds outcome:</b> To draw their favourite animal and to say /draw some additional information such as what the animals eats</p> <p><b>Children in reception outcome:</b> To label a plan and attempt to write a simple caption</p>	<p>Let's all Creep through Crocodile Creek by Jonny Lambert</p> <p><b>Outcome:</b> Fiction – Journeys (retell with story map)</p> <p><b>3- and 4-year-olds outcome:</b> To draw/make a crocodile and be able to describe some of its features to a familiar adult.</p> <p><b>Children in reception outcome:</b> To create a story map of the journey and write labels/captions/sentences describing the crocodile.</p>	<p>Something Else by Kathryn Cave</p> <p><b>Outcome:</b> Fiction - Narrative story retelling</p> <p><b>3- and 4-Year-olds outcome :</b> Pupils to orally retell the story using puppets.</p> <p><b>Children in reception:</b> To orally retell the story and rewrite a shortened version.</p>	<p>Clem and Crab by Fiona Lumbers</p> <p><b>Outcome:</b> Fiction – retell story</p> <p><b>3- and 4-year-olds outcome:</b> To sequence images from the story and use them to re-tell the start middle and end</p> <p><b>Children in reception:</b> To orally retell the story. To write a letter to another class encouraging them to put litter in the bin/take it home when they visit the beach and explain why this is important</p>	<p>The Sea Saw by Tom Percival</p> <p><b>Outcome:</b> Recount</p> <p><b>3- and 4-year-olds outcome:</b> To sequence images depicting key events in the story and use the images to retell the basic storyline</p> <p><b>Children in reception outcome:</b> To rewrite the story</p>
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**COMMUNICATION & LANGUAGE:** □ Listening, Attention & Understanding □ Speaking

**Vocab- Listen, communicate, speak, P4C, share, conversation, partner talk, idea, agree, disagree, challenge, talk promises, discussion**

**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.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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**Learning Priorities:** [Linked to Development Matters 2020](#)

## Listening, Attention and Understanding

- *Understand a question or instruction that has two parts*
  - ⇒ Daily routines e.g. tidy up time, challenges... *instruction*
- *Understand 'why' questions*
  - ⇒ Why do you think he/she feels...?
- Understand how to listen carefully and why listening is important
- Learn new vocabulary linked to daily routine / theme
  - ⇒ See *UW*: □ Me and My Family □ Autumn □ Celebrations
- **Begin to** engage in story time
  - ⇒ Join in with repeated refrains / fill in rhyming words
- Listen to and **begin to** talk about stories to build familiarity and understanding
  - ⇒ Discuss characters, events, setting ... *character, happened*
- Listen carefully to rhymes and songs and **begin to** pay attention to how they sound
  - ⇒ Learn rhymes, songs & poems
  - ⇒ Anticipate words, begin to adapt phrases (*with support*)

## Speaking

- Use new vocabulary throughout the day
- **Begin to** ask questions to find out more and to check they understand what has been said to them
  - ⇒ Model & encourage questions after instructions
- **Begin to** articulate their ideas and thoughts in well-formed sentence
  - ⇒ Express □ Ideas to friends □ Book talk
- **Begin to** connect one idea or action to another using a range of connectives... *because, although, but..*
- **Begin to** describe events in some detail
- Develop social phrases
  - ⇒ Routines of the day ... *greetings, How are you?*
  - ⇒ Friendship ... *Would you like to...?*
- **Begin to** retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
  - ⇒ Focused & linked texts – within small world / role play

## Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Listen carefully to and learn rhymes, poems and songs
- Listen to and talk about stories to build familiarity and understanding
- **Begin to** listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary
- **Begin to** understand humour e.g. *nonsense rhymes / jokes*

## Speaking

- Use new vocabulary in different contexts
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas & thoughts in well-formed sentence
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
- Develop and use social phrases with confidence
- Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

## 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.
- Understand humour more readily e.g. *nonsense rhymes/jokes*

## 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.



<p><b>The Knowledge we want to know and remember-</b></p> <ul style="list-style-type: none"> <li>• Know story language and vocabulary.</li> <li>• To wait for my turn to speak.</li> <li>• Know how to start a conversation with others.</li> <li>• The meaning of new and key vocabulary.</li> <li>• Understand the meaning of words and new vocabulary.</li> <li>• Know what a sentence is.</li> <li>• Know how to use the correct pronouns.</li> <li>• Develop an understanding of nouns, adjectives and verbs.</li> <li>• Question words.</li> <li>• Use the correct tense.</li> <li>• Respectfully challenge the views or ideas of others.</li> <li>• Understand P4C lessons.</li> </ul>	<p><b>The skills we are learning-</b></p> <ul style="list-style-type: none"> <li>• Communicate needs with others</li> <li>• Listen to others</li> <li>• Take turns in conversation</li> <li>• Know how to share an opinion or view</li> <li>• Use the correct tense</li> <li>• Speak clearly</li> <li>• Focus on the speaker</li> <li>• Build on the ideas of others</li> <li>• Ask questions</li> <li>• Focus and maintain attention</li> <li>• Use descriptive language</li> <li>• Give explanations</li> <li>• Sequence stories</li> <li>• Follow 2- part instructions</li> <li>• Recall key information</li> <li>• Use non-verbal communication skills</li> <li>• Use and adapt the use of voice in different situations.</li> </ul>	
<p>Children at the expected level of development will: <input type="checkbox"/> 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 <input type="checkbox"/> Make comments about what they have heard and ask questions to clarify their understanding <input type="checkbox"/> Hold conversation when engaged in back and-forth exchanges with their teacher and peers. <input type="checkbox"/> Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary <input type="checkbox"/> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <input type="checkbox"/> 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.</p>		
<p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT:</b> <input type="checkbox"/> Self-Regulation <input type="checkbox"/> Managing Self <input type="checkbox"/> Building Relationships <a href="#">See Jigsaw/Think Equal programme</a></p>		
<p><b>Key Vocab-</b> conflict, resolution, goal, unfair, responsibility, compromise, successful, decision, resilient, view, agreement, negotiate, unhealthy, healthy, rules, risk, opinion, bully, hygiene, discuss, share, take turns, fair, same, different, like, dislike, belonging, unique, gentle, kind, emotions, germs, proud, rules, individual, wellbeing, bullying, right, wrong, choices</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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
<p><b>Autumn</b></p>	<p><b>Spring</b></p>	<p><b>Summer</b></p>
<p><b>Learning Priorities:</b> <a href="#">Linked to Development Matters 2020</a></p>		

## Self-Regulation

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

## Managing Self

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

## Building Relationships

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

## Self-Regulation

- Express feelings and consider the feelings of others
- Set own goals and show resilience and perseverance in the face of challenge
- Identify and moderate own feelings socially and emotionally
- Think about the perspectives of others

## Managing Self

- Manage own self-care needs
- Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian

## Building Relationships

- See self as a valuable individual
- Build constructive and respectful relationships

## 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.

## 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.

## 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.
- **Continue to** see self as a valuable individual



<p><b>The Knowledge we want to know and remember-</b></p> <ul style="list-style-type: none"> <li>• There are consequences to behaviour.</li> <li>• How to be a good friend.</li> <li>• Everyone is different and unique.</li> <li>• Emotions are what we feel and can be different at different times.</li> <li>• To work cooperatively with peers, I wait for my turn.</li> <li>• The characteristics of bullying</li> <li>• Our school values of nurture, achieve and respect.</li> <li>• We adapt our behaviour in different situations.</li> <li>• How to make healthy choices and identify unhealthy choices.</li> <li>• How to keep myself safe</li> <li>• How to wash my hands to protect myself and others from germs</li> <li>• The sequence of putting on clothing or a coat.</li> </ul>	<p><b>The skills we are learning-</b></p> <ul style="list-style-type: none"> <li>• Turn taking</li> <li>• Sharing</li> <li>• Communicating needs</li> <li>• Asking for help</li> <li>• Sharing ideas</li> <li>• Expressing a view or an opinion</li> <li>• Problem solving</li> <li>• Cooperating</li> <li>• Following rules</li> <li>• Make choices based on knowledge of keeping safe and healthy</li> <li>• Manage own dressing and undressing</li> <li>• Manage emotions</li> <li>• Discuss emotions</li> <li>• Follow a routine</li> <li>• Hygiene routines</li> <li>• To work towards a goal</li> </ul>	
<p>Children at the expected level of development will: <input type="checkbox"/> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <input type="checkbox"/> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <input type="checkbox"/> 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 <input type="checkbox"/> Work and play cooperatively and take turns with others <input type="checkbox"/> Form positive attachments to adults and friendships with peers <input type="checkbox"/> Show sensitivity to their own and to others' needs <input type="checkbox"/> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <input type="checkbox"/> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <input type="checkbox"/> 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.</p>		
<p><b>PHYSICAL DEVELOPMENT:</b> <input type="checkbox"/> Gross Motor Skills <input type="checkbox"/> Fine Motor Skills</p>		
<p><b>Vocab- positional vocab, action words, healthy, strong, balance, unhealthy, clockwise, anti-clockwise, tracking, muscles, core, strength, top, bottom, up, down, left, right, across, around, twist, grip, curved, straight, practise, persevere</b></p>		
<p><b>Educational Programme:</b> 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.</p>		
<p><b>Autumn</b></p>	<p><b>Spring</b></p>	<p><b>Summer</b></p>
<p><b>Learning Priorities:</b> <a href="#">Linked to Development Matters 2020</a></p>		

### Gross Motor Skills

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

### Fine Motor Skills

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

### Gross Motor Skills

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

### Fine Motor Skills

- Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- **Begin to** develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:
  - Effective pencil grip
  - Correct letter formation (see Writing)

### 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.

### 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.

<p><b>The Knowledge we want to know and remember-</b></p> <ul style="list-style-type: none"> <li>• That the fingers form a tripod grip.</li> <li>• The language used for letter formation.</li> <li>• That physical activity helps us to stay healthy.</li> <li>• That we can set our own challenges.</li> <li>• Names of parts of the body and actions we can do.</li> <li>• Practise helps us to get better.</li> <li>• Following instructions helps us to stay safe.</li> </ul>	<p><b>The skills we are learning-</b></p> <ul style="list-style-type: none"> <li>• To negotiate space</li> <li>• To practise fundamental skills such as running, crawling, walking, hopping and jumping</li> <li>• To lift and carry carefully</li> <li>• To jump and land appropriately</li> <li>• To cross the mid line</li> <li>• To hold a pencil to form letters correctly</li> <li>• To develop coordination</li> <li>• To develop ball skills</li> <li>• To ride a trike/balance bike</li> <li>• To move in a variety of ways with good control</li> <li>• To use tools and equipment with good control</li> <li>• Repeat a sequence of actions.</li> </ul>	
<p>Children at the expected level of development will: <input type="checkbox"/> Negotiate space and obstacles safely, with consideration for themselves and others <input type="checkbox"/> Demonstrate strength, balance and coordination when playing <input type="checkbox"/> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <input type="checkbox"/> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases <input type="checkbox"/> Use a range of small tools, including scissors, paint brushes and cutlery <input type="checkbox"/> Begin to show accuracy and care when drawing.</p>		
<p><b>LITERACY:</b> <input type="checkbox"/> Reading - Comprehension <input type="checkbox"/> Reading - Word Reading <input type="checkbox"/> Writing</p>		
<p><b>Vocab-</b> genre, fairy tale, illustrator, author, sentence, chapter, fiction, non-fiction, segment, blend, blurb, imagination, beginning, middle, end. <b>Phonemes, information, retell, text, fact, alliteration, fluent, character, fantasy,</b></p>		
<p><b>Educational Programme:</b> 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.</p>		
<p><b>Autumn</b></p>	<p><b>Spring</b></p>	<p><b>Summer</b></p>
<p><b>Learning Priorities:</b> <a href="#">Linked to Development Matters 2020</a></p>		<p>* See <i>EY2P Literacy Long Term Plans</i></p>

## Reading: Comprehension / Word Reading

- **Begin to** retell simple stories and narratives using their own words and some recently introduced vocabulary.
  - ⇒ Recall key events ... *event*
  - ⇒ Talk about main characters... *character, beginning, middle, end*
- **Begin to** re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- *Understand the five key concepts about print, with a focus on*
  - ⇒ *Left to right*
  - ⇒ *1-1 correspondence ... word, letter, first / last*
- *Continue to develop P1 phonological awareness, focusing on*
  - ⇒ Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... *blending, segmenting*
- Read individual letters by saying the sounds for them
  - ⇒ Secure P2 phonics ... *phoneme, grapheme, alphabet*
- Blend sounds into words, so that they can read short words made up of known GPCs
  - ⇒ P2 □ VC words □ CVC words
- **Begin to** read a few common exception words matched to the school's phonic programme
  - ⇒ *I, go, to, the, no, into ... tricky words*
- **Begin to** read simple phrases / sentences
  - ⇒ Apply P2 GPC
- Read pink B guided reading books aligned to phonic knowledge

## See RWI progression

### Writing:

- *Write name correctly*
  - ⇒ Use correct letter formation
- *Use some of their print and letter knowledge in their early writing*
- **Begin to** form lower-case letters correctly
- **Begin to** spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... *spell*
  - ⇒ Use □ initial sounds □ VC □ CVC words
  - ⇒ Write labels
- **Begin to** write lists & captions, focusing on ...*label, caption, space*
  - ⇒ Oral rehearsal / vocabulary
  - ⇒ **Begin to** reread what they have written

## Reading: Comprehension / Word Reading

- **Begin to** use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...*fiction, non-fiction, set*
  - ⇒ Retell story in small world / role play (in correct sequence) ...*beginning, middle, end, set*
  - ⇒ Take on role of character using some story language
  - ⇒ Talk about likes and dislikes of texts, rhymes and poems
  - ⇒ Choose a book and begin to explain why ...*because*
- **Begin to** anticipate - where appropriate - some key events in stories ...*predict / prediction*
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- *Continue to develop P1 phonological awareness, focusing on*
  - ⇒ Oral blending and segmenting
- Say the sound for:
  - ⇒ For each letter of the alphabet
  - ⇒ Double letters □ ss □ ll □ zz □ ck □ ff
  - ⇒ Consonant digraphs □ sh □ ch □ th, □ ng ...*digraph*
- **Begin to** read words consistent with their phonic knowledge
  - ⇒ Mid P3 □ CVC words
- Read some common exception words matched to the school's phonic programme
  - ⇒ *he, she, me, be, we, was (plus see Autumn words)*
- Read simple phrases / sentences
  - ⇒ Apply P2-3, i.e. sets 1-7 + consonant digraphs
- Read red guided reading books aligned to phonic knowledge

## See RWI progression

### Writing:

- Form most lower-case and capital letter correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
- Write captions/phrases and **begin to** write simple sentences using known GPCs ...*sentence, full stop, capital letter*
  - ⇒ Include word spacing
  - ⇒ Orally rehearse caption of sentence before writing
- Re-read what they have written to make sure it makes sense
- **Begin to** write a variety of □ fiction and non-fiction sentences / captions

## Reading: Comprehension / Word Reading

- ⇒ *Continue to develop P1 phonological awareness*
- ⇒ Oral blending and segmenting
- ⇒ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...*sequence*
- ⇒ Anticipate-where appropriate-key events in stories.
- ⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- ⇒ **Begin to** notice some relationships between one text and another
- ⇒ **Begin to** comment on perceived links with own life experience or other experiences, e.g. *films, books*
- ⇒ Say the sound for each letter of the alphabet and for at least 10 digraphs
- ⇒ Secure P3...*trigraph*
- ⇒ Read words consistent with their phonic knowledge by sound-blending
- ⇒ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (*approximately yellow book band – instructional level*)
- ⇒ *you, they, all, are, my, her (plus see Autumn/Spring words)*

## See RWI progression

### Writing:

- ⇒ Write recognisable letters (lower case and capital) most of which are formed correctly
- ⇒ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs
- ⇒ CVC words
- ⇒ Write simple phrases and sentences that can be read by others
- ⇒ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter
- ⇒ **Begin to** sequence 2-3 sentences within purposeful fiction/non-fiction writing, such as:
- ⇒ 2-3 part story (e.g. *using story map/planner*)
- ⇒ Instructions
- ⇒ Fact cards (e.g. *using a 'spidergram' to collate information*)

### Knowledge in Reading

- Know that in English we read from left to right and top to bottom
- Know the link between graphemes and phonemes
- Know 'red' words
- Know the key features of a book
- Know that there are different genres of books
- Know which books are my favourite
- Understand that difference between non-fiction and fiction
- Understand who, what, where, what doing, why questions about a story

### Knowledge in writing

- Writing and words carry meaning
- environmental print carries meaning
- know the alphabet code
- know when to use a capital letter and full stop
- know that there is a space between words in a sentence
- know some simple punctuation
- know how to make writing more interesting
- know how to write graphemes

### The skills we are learning-

- Handle books carefully
- Talk about what they hear
- Recall key parts of a story
- Predict what will happen
- Sequence a story
- Listen and respond to what we hear
- Answer questions
- Say sounds
- Segment and blend
- Read 'red' words
- Look at books independently
- Join in with looking at books with others
- Use correct letter formation
- Use a tripod grip
- Spell and write 'red' words
- Count how many words are in a sentence
- Read own writing to others
- Write captions, phrases and sentences

Early Learning Goal (Comprehension): Children at the expected level of development will: □ 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. Early Learning Goal (Word Reading): Children at the expected level of development will: □ 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. Children at the expected level of development will: □ 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.

### **MATHEMATICS:** □ Numerical Pattern □ Number **Links to White Rose Maths and Mastering number programme**

**Vocab- same, different, sort, group. Set, pattern, repeating, pair, compare, amount, odd, even, more, less, fewer, many, number story, number sentence, all together, how many, equal, equals, digit, numeral, positional vocab, directional vocab, double, larger, smaller, number bonds. . five/ten frame, plus, sum, record, count on, back, take away, minus, half, problem**

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

**Autumn**

**Spring**

**Summer**

**Learning Priorities: [Linked to Development Matters 2020](#)**

## Numerical Pattern / Number

- Sort, group, match and compare
- Recite numbers to 10
  - ⇒ Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... *forwards, backwards*
  - ⇒ Break counting chain (not always starting from 1)
  - ⇒ Talk about position ... *before, after*
- Count objects, actions and sounds
  - ⇒ Up to 5 – in context of □ daily routine □ sharing □ turn taking
  - ⇒ Count objects in an irregular arrangement
- Subitise 3 / 4 objects (quick recall without counting)
  - ⇒ Matching children to images in workshop areas
  - ⇒ Fast recognition of dice patterns
- Link the number symbol (numeral) with its cardinal number value to 5
- Compare quantities up to 5 ... *more than, less than, fewer, who has one more / less*
- Understand 'one more/less than' to 5
  - ⇒ Use sentence with support ... *Three is one more than two*
- Explore the composition of numbers to 5
  - ⇒ Recognise total is still the same
  - ⇒ Using variety of resources ... *more, less, makes, equals, altogether*
- **Begin to** explore number bonds to 5
  - ⇒ Use a range of resources
  - ⇒ Understand how to use a flip flap to 5

## Shape, Space & Measure

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

## Numerical Pattern / Number

- Recite numbers to 20
  - ⇒ Backward from 10 and **begin to** recite backwards from 15
  - ⇒ Break counting chain (not always starting from 1 forwards or 10 backwards)
  - ⇒ Talk about position up to 5 and begin to talk about position up to 10
- Count objects, actions and sounds
  - ⇒ Up to 10, in context of □ daily routine □ sharing □ turn taking
  - ⇒ Count objects in an irregular arrangement
- **Begin to** estimate number of objects up to 10 then check by counting
- Subitise 5 objects (quick recall without counting)
- Link the number symbol (numeral) with its cardinal number value to 10
- Compare quantities up to 10
- Understand 'one more/less than' to 10
  - ⇒ Use sentence ... *six is one more than five*
- **Begin to** explore the composition of numbers to 10
- Recall number bonds to 5
  - ⇒ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... *altogether, more/now*
  - ⇒ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... *left*
- **Begin to** share, double and half up to 10 objects

## Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- **Begin to** compose and decompose shapes within practical activities
- Continue, copy and create repeating patterns
- Compare length, height, weight and capacity
  - ⇒ Order 2-3 items by capacity and height
- **Begin to** order and sequence familiar events
  - ⇒ Become familiar with a clock face and hands
  - ⇒ Measure short periods of time

## Numerical Pattern / Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes within practical activities
- Continue, copy and create more **complex** repeating patterns
- Compare length, height, weight and capacity
- Measure and compare short periods of time



### Knowledge to know and remember-

- The number sequence.
- Subitising is the quick recognition of amounts without counting
- cardinality
- things objects can be sorted into groups and sets
- knowledge of repeated patterns
- how to match numeral to quantity anything can be counted
- number names and formation
- The total amount of objects stays the same however the objects are arranged
- Symbols represent quantities
- Numbers can be represented by a combination of digits.
- An amount can be made up in different ways
- Halving/ doubling
- Addition/ subtraction
- Doubling is 2 sets of the same amount
- More is greater than and less is fewer than
- Addition is combining sets
- Subtraction is taking amounts away
- Knowledge of language for shape, space and measure.

### Skills we are learning-

- Sorting, matching, grouping
- subitising
- Comparing
- Using maths specific sentence stems
- Using maths specific vocabulary
- Reason
- Explain
- Justify
- Problem-solve
- Counting skills
- Copy and continue a pattern
- Create a pattern
- Have a go
- Test ideas
- See patterns in numbers
- Use manipulatives
- Record our findings
- Make estimations
- Calculate
- Solve and create number stories/sentences

Early Learning Goal: Children at the expected level of development will:  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. Early Learning Goal: Children at the expected level of development will:  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

**Links to wider curriculum areas.**

**History vocab-** see History curriculum overview for EY/EY historian document

**Science vocab-** see knowledge organisers

**Geography vocab-** See Geography curriculum overview for EY/EY geographer

**RE vocab-** See RE curriculum objectives for EY

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

**Autumn**

**Spring**

**Summer**

**Learning Priorities: [Linked to Development Matters 2020](#)**

**Past and Present**

- *Begin to make sense of their own life-story and family's history*
- **Begin to** comment on images of familiar situations in the past
  - ⇒ When Mum and Dad were little ... *past, history, long ago*

**People, Culture & Communities**

- Talk about members of their immediate family and community
  - ⇒ Describe family members ... *grandparent, older, younger*
  - ⇒ Understand that there are many different types of families ... *parent, step-sister / brother / mum / dad, similar, different*
- Name and describe people who are familiar to them
  - ⇒ People in their local / school community... *site manager, office manager, lolly pop person, shop keeper*
- **Begin to** understand that some places are special to members of their community
  - ⇒ Talk about special places they go with their family... *places of worship visited by children*
- **Begin to** recognise that people have different beliefs and celebrate special times in different ways
  - ⇒ Understand how different people celebrate birthdays
  - ⇒ Develop a knowledge and awareness of other festivals ... *Harvest, Diwali, Christmas*

**Natural World**

- Explore the natural world around them
  - ⇒ Leaves □ sort by shape/size □ **begin to** identify some local tree species ... *nature, natural*
- Describe what they see, hear and feel whilst outside
  - ⇒ Leaf shape, size & colour... *shape and colours words e.g. long, spiky, gold, rust, orange*
- Understand the effect of changing seasons on the natural world around them – **Autumn into Winter**
  - ⇒ Observe / talk about changing □ seasons ... *season, summer, autumn, winter* □ changes in autumn ... *temperature, change, hibernation, darker, weather, wind*

\* Develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

**Past and Present**

- Comment on images of familiar situations in the past
- People, Culture & Communities**
  - Talk about members of their immediate family and community
  - Name and describe people who are familiar to them
  - Understand that some places are special to members of their community
  - Recognise that people have different beliefs and celebrate special times in different ways
  - Recognise some similarities and differences between life in this country and other countries

**Natural World**

- Explore the natural world around them
  - Describe what they see, hear and feel whilst outside
  - Understand the effect of changing seasons on the natural world around them
- \* **Continue to** develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

**Past and Present**

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture & 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.

**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.

\* **Continue to** develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

**For History/geography knowledge and skills see EYFS Historian/Geographer document.**

Children at the expected level of development will: □ 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.

□ Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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.

**EXPRESSIVE ARTS & DESIGN:** □ Creating with Materials □ Being Imaginative & Expressive

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

**Autumn**

**Spring**

**Summer**

**Learning Priorities:** [Linked to Development Matters 2020](#)

## Creating with Materials

- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Show different emotions in drawings and paintings
- Continue to explore colour and colour mixing.
- Safely use and explore a variety of materials and tools
- Explore new techniques
- Talk about new creations
- Begin to return to and build upon previous learning

## Being Imaginative & Expressive

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

## Creating with Materials

- Explore and use a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

## Being Imaginative & Expressive

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Develop storylines in their pretend play.

## 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.

## Being Imaginative & 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.

- Knowledge of my own body and how different parts move
- Knowledge of the space around me
- Knowledge of movement and actions
- The names of different instruments
- How to play different instruments
- Un-tuned and tuned instruments make different sounds
- How musical notes are represented
- What a conductor does
- The words to different songs
- The name of materials used to create
- Knowledge of which tools are used for different purposes
- Knowledge of looking after tools
- Primary and secondary colours
- Knowledge of recycling and waste

**Skills we are learning-**

- How to change movements
- The name of different actions/movements
- How to change speed
- How to change direction
- How to join a sequence of actions
- How to change sounds, eats, rhythms
- Create own songs, rhythms, beats, sounds
- How mould
- How to combine resources
- Mixing colours
- Creating textures

Children at the expected level of development will:  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. Children at the expected level of development will:  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.

Calendar of Key School Events	Sept:	Oct:	Nov:	Dec:	Jan:	Feb:	Mar:	Apr:	May:	June:	July:
	Settling in/transition Reception Baseline Poetry week	Show Racism the Red card Spanish day	Times Tables/Numberblocks Dress up day  Remembrance day	Christmas shows			Lunar New Year				

**EVALUATION:**

**AUTUMN TERM:**

**SPRING TERM:**

**SUMMER TERM:**