

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

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision. Characteristics of effective teaching and learning are fed in throughout the curriculum. Learning priorities: linked to development matters 2020

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Marvellous Me	Autumn / Celebrations	Dinosaurs	Around the World	Space	Traditional Tales
Planning around a quality text: <i>May be in adapted following children's interests</i>						
Linked texts	<ul style="list-style-type: none"> My Hair by Hannah Lee Mixed Perfectly Norman Only One You 	<ul style="list-style-type: none"> Stanley's Stick – John Hegley The bad mood and the stick Christmas stories The Dot 	<ul style="list-style-type: none"> Tyrannosaurus drip Dinosaurs love underpants Fact books about dinosaurs 	<ul style="list-style-type: none"> Children just like me World and country fact books 	<ul style="list-style-type: none"> Here we are QPootle5 Aliens love underpants Space fact books 	<ul style="list-style-type: none"> Traditional tales The three little wolves and the big bad pig Mr Wolf and the enormous turnip
Trips/Visitors Enrichments	<ul style="list-style-type: none"> Secret Readers Staff members from school Y6 buddies Visit from birds of prey SPOC – Usifu Jalloh 	<ul style="list-style-type: none"> Tatton Park with Y6 buddies Church SPOC: Stevie Wonder 	<ul style="list-style-type: none"> Visit Warrington Museum Visit to church SPOC – Mary Anning 	<ul style="list-style-type: none"> Knowsley Safari Park SPOC – Melati and Isabel Wijzen 	<ul style="list-style-type: none"> Stardome SPOC – Tim Peake 	<ul style="list-style-type: none"> Library visit Norton Priory SPOC – Tom Daley
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> Birthdays First day of school 	<ul style="list-style-type: none"> Birthdays Harvest Festival Diwali / Hannukah Christmas 	<ul style="list-style-type: none"> Pancake day Chinese New Year Children's Mental Health Week 	<ul style="list-style-type: none"> Easter Mother's Day 	<ul style="list-style-type: none"> Christian Aid Week 	<ul style="list-style-type: none"> Transition End of year achievements

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

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

Autumn	Spring	Summer
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ <i>Understand a question or instruction that has two parts</i> <ul style="list-style-type: none"> ⇒ Daily routines e.g. start of day, tidy up time, challenges and instructions. ▪ <i>Understand 'why' questions</i> <ul style="list-style-type: none"> ⇒ Discuss 'why' questions during literacy and when reading stories at the end of the day. ▪ Understand how to listen carefully and why listening is important <ul style="list-style-type: none"> ⇒ Base time and building friendships ▪ Learn new vocabulary linked to daily routine / theme <ul style="list-style-type: none"> ⇒ Introduced in quality text during literacy. ⇒ Vocabulary introduced around family members, noises, bedtime routines and celebrations. ▪ Begin to engage in story time <ul style="list-style-type: none"> ⇒ Join in with repeated refrains / fill in rhyming words ▪ Listen to and begin to talk about stories to build familiarity and understanding <ul style="list-style-type: none"> ⇒ Discuss characters, events, settings and preferences. ⇒ Key texts linked to super six. ▪ Listen carefully to rhymes and songs and begin to pay attention to how they sound <ul style="list-style-type: none"> ⇒ Learn rhymes, songs & poems, such as heads, shoulders, knees and toes and if you're happy and you know it. ⇒ Anticipate words, begin to adapt phrases (<i>with support</i>) <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use new vocabulary throughout the day <ul style="list-style-type: none"> ⇒ Linked to topic and new routines. ▪ Begin to ask questions to find out more and to check they understand what has been said to them <ul style="list-style-type: none"> ⇒ Model & encourage questions after instructions, reading a book and new experiences. ▪ Begin to articulate their ideas and thoughts in well-formed sentences <ul style="list-style-type: none"> ⇒ Model and support discussions about friendships, books and routines. ▪ Begin to connect one idea or action to another using a range of connectives <ul style="list-style-type: none"> ⇒ Model the use of 'because' when answering why questions ⇒ Scaffold connecting ideas in play using the connective 'because' ▪ Begin to describe events in some detail e.g. birthdays, Christmas ▪ Develop social phrases <ul style="list-style-type: none"> ⇒ Routines of the day ... <i>greetings, How are you?</i> ⇒ Friendship ... <i>Would you like to...?</i> ▪ 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 <ul style="list-style-type: none"> ⇒ Focused & linked texts – within small world / role play ⇒ Use of story maps ⇒ Sensory resources to aid memory ⇒ Join in with repeated elements of 'Stickman' ⇒ 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <ul style="list-style-type: none"> ⇒ Talking partners, Year 6 buddy time. ▪ Listen carefully to and learn rhymes, poems and songs <ul style="list-style-type: none"> ⇒ Build up a repertoire of songs – animal rhymes and sticky kids. ▪ 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 <ul style="list-style-type: none"> ⇒ Fact books in the reading area relating to dinosaur and countries. ⇒ Introduce non-fiction text within Guided Reading ▪ Begin to understand humour e.g. <i>nonsense rhymes / jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use new vocabulary in different contexts <ul style="list-style-type: none"> ⇒ Introduce new vocabulary based on dinosaurs and countries, using non-fiction texts to support this. ▪ Ask questions to find out more and to check they understand what has been said to them <ul style="list-style-type: none"> ⇒ Ask questions relating to topic ⇒ Use different resources to find the answers ▪ Articulate their ideas & thoughts in well-formed sentence ▪ Connect one idea or action to another using a range of connectives-although, but and because <ul style="list-style-type: none"> ⇒ Model the use of 'although' and 'but' when answering questions ⇒ Scaffold connecting ideas in play using the connective 'but' and 'although' ⇒ Use Makaton signs to support some connectives ▪ Describe events in some detail <ul style="list-style-type: none"> ⇒ Use first-hand experiences and photographs of trips and visitors to discuss events ⇒ Discuss own experiences of holidays ▪ Use talk to help work out problems, organise thinking & activities explain how things work/why things happen ▪ Develop and use social phrases with confidence <ul style="list-style-type: none"> ⇒ Snack/lunch time manners – please and thank you ⇒ Organising a simple game ▪ Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words <ul style="list-style-type: none"> ⇒ Use story maps with labels and recalling exact phrases from the text. ⇒ Use signs to retell a story. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ⇒ Use some rules of speech when engaging in the base with teachers and peers. ▪ Make comments about what they have heard and ask questions to clarify their understanding <ul style="list-style-type: none"> ⇒ Sharing news from home and asking questions about it ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <ul style="list-style-type: none"> ⇒ Talking partners and working in small groups ▪ Understand humour more readily e.g. <i>nonsense rhymes/jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> ▪ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; <ul style="list-style-type: none"> ⇒ Discussing new vocabulary in small groups during Guided Reading ⇒ Uses 'word wall' as a reference point ▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; <ul style="list-style-type: none"> ⇒ Forest school opportunities ⇒ Science experiments ▪ 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. <ul style="list-style-type: none"> ⇒ Discussing transition to Year 1 ⇒ PSHE

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn	Spring	Summer
<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ <i>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share</i> <ul style="list-style-type: none"> ⇒ How to compromise and negotiate to solve problems ⇒ Use book talk, puppets and real life experiences ▪ Begin to express feelings and consider the feelings of others <ul style="list-style-type: none"> ⇒ Identify and name emotions using the colour monster... <i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i> ⇒ Link book character's emotion to own experiences ... <i>expression, mood, feeling/emotion</i> ⇒ Discuss feelings relating to celebrations ⇒ Introduce persona doll ▪ Begin to set own goals and show resilience and perseverance in the face of challenge <ul style="list-style-type: none"> ⇒ Set a shared goal with a friend in construction ⇒ Listen to feedback from teachers ▪ Begin to identify and moderate own feelings socially and emotionally <ul style="list-style-type: none"> ⇒ Focus on keeping calm, being patient, waiting for a turn, sharing and tidying up after themselves ⇒ Introduce Jigsaw Jenny – PSHE ⇒ Christian Values <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs <ul style="list-style-type: none"> ⇒ Independently puts on coat and puts away book bag ▪ Develop confidence to try new activities and show independence <ul style="list-style-type: none"> ⇒ Access all types of enhancements (indoors & outdoors) ⇒ Participates in focus activities ⇒ Engages with new adults ⇒ Come into the classroom independently ▪ Know and begin to talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ⇒ Toothbrushing – importance and how ... clean, decay ⇒ Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i> ⇒ Participate in P.E. ⇒ Discussing having a good sleep routine <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Begin to see self as a valuable individual <ul style="list-style-type: none"> ⇒ Describe self, positively ... <i>proud, special, love (use books: 'Perfectly Norman & 'My Hair')</i> ⇒ Discuss our families within our family book and the pictures of us around the classroom. ⇒ Create self portraits ▪ Begin to build constructive and respectful relationships <ul style="list-style-type: none"> ⇒ Use social language to develop friendships see CL ⇒ Develop friendships with Year 6 buddies at lunch ⇒ Listen and show respect to adults around school ⇒ Make new friendships 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Express feelings and consider the feelings of others <ul style="list-style-type: none"> ⇒ PSHE ⇒ Within provision and making links to behaviour chart and dojos ▪ Set own goals and show resilience and perseverance in the face of challenge <ul style="list-style-type: none"> ⇒ Action feedback given by teachers ⇒ Participate in activities that include trial and error ▪ Identify and moderate own feelings socially and emotionally <ul style="list-style-type: none"> ⇒ Listen to advice from others ▪ Think about the perspectives of others <ul style="list-style-type: none"> ⇒ Use Bible stories to discuss meanings ⇒ Consider cultural differences from around the world <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs <ul style="list-style-type: none"> ⇒ Independently zip up own coat, put on own wellies and gather all things for home. ⇒ Wash hands independently ▪ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ⇒ Making good food choices ⇒ Identifying what makes us healthy and linking this to pets. <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ See self as a valuable individual <ul style="list-style-type: none"> ⇒ Shares work with whole class ⇒ Dojos badges and being on superstar ▪ Build constructive and respectful relationships <ul style="list-style-type: none"> ⇒ Model behaviour for nursery children ⇒ Approach all adults within the EYFS area ⇒ Share learning experiences with home 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <ul style="list-style-type: none"> ⇒ Follow class rules and routines ⇒ Comforts others when they are upset ▪ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <ul style="list-style-type: none"> ⇒ Organise an activity independently that involves turn taking ⇒ Explain their decisions ▪ 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. <ul style="list-style-type: none"> ⇒ Can listen and do ⇒ Real P.E. <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <ul style="list-style-type: none"> ⇒ Rocket challenges ⇒ Forest school ⇒ Transition activities to Year 1 ▪ Explain the reasons for rules, know right from wrong and try to behave accordingly <ul style="list-style-type: none"> ⇒ Model activities for the younger children ⇒ Manage risks within the outdoor provision ⇒ Understands behavioural expectations on a trip ▪ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <ul style="list-style-type: none"> ⇒ Sort healthy and less healthy foods ⇒ Independently use buttons on clothing, place shoes on the correct feet and place items in bags. <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Work and play cooperatively and take turns with others <ul style="list-style-type: none"> ⇒ Turn taking games in provision ⇒ Work in small groups ▪ Form positive attachments to adults and friendships with peers ▪ Show sensitivity to their own and to others' needs <ul style="list-style-type: none"> ⇒ Recognises when adult intervention is required ⇒ Speaks positively about others ⇒ Shows resilience in a range of situation ▪ Continue to see self as a valuable individual <ul style="list-style-type: none"> ⇒ Reflect on achievements in Reception ⇒ Proud of own work and happily shares with others ⇒ Striving for highest school badges

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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

Autumn	Spring	Summer
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i> <ul style="list-style-type: none"> ⇒ Engage in and develop confidence in actions ⇒ Use Real P.E. ▪ Begin to develop overall body-strength, balance, co-ordination and agility. <ul style="list-style-type: none"> ⇒ Use above actions within obstacle courses in the outdoor area. ⇒ Set own physical challenge. ▪ Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> ⇒ When sitting in the base and while working at a table for a focused activity ⇒ Introduce write dance ▪ Begin to combine different movements with ease and fluency <ul style="list-style-type: none"> ⇒ See above obstacle course ⇒ Change movements / directions quickly ⇒ Traffic light game ▪ Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group <ul style="list-style-type: none"> ⇒ Understand rules and reasons when using forest school and outdoor equipment. ⇒ Transport items from the physical trolley independently. ▪ Further develop the skills they need to manage the school day successfully <ul style="list-style-type: none"> ⇒ Lining up and queuing at mealtimes and for assembly ⇒ Improved personal hygiene skills, such as washing hands and using the toilet ⇒ Carry school belongings independently <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Use a comfortable grip with good control when holding pens and pencils <ul style="list-style-type: none"> ⇒ Consolidate tripod grip ⇒ Use nip, grip and flip when holding a pencil ▪ Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. <ul style="list-style-type: none"> ⇒ Introduce squiggle while you wiggle, dough disco and write dance ⇒ Funky fingers activities in continuous provision ⇒ Writing equipment, scissors and paintbrushes in continuous provision ⇒ Complete puzzles and simple mazes ⇒ Use of cutlery at lunchtime 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Continue to refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i> <ul style="list-style-type: none"> ⇒ Real P.E. ⇒ Follow some 'Go Noodle' routines ▪ Begin to progress towards a more fluent style of moving, with developing control and grace <ul style="list-style-type: none"> ⇒ Scarf dancing ▪ Develop overall body-strength, balance, co-ordination and agility. <ul style="list-style-type: none"> ⇒ Using benches and balance beams in P.E. ▪ 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 <ul style="list-style-type: none"> ⇒ Use of dance to combine movements ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group <ul style="list-style-type: none"> ⇒ Use large apparatus in the hall ⇒ Use wheeled objects – such as scooters and bikes. ▪ Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i> <ul style="list-style-type: none"> ⇒ Using different sized balls with a partner – passing, bouncing, rolling and catching. ⇒ Play simple ball games <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Develop small motor skills so that they can use a range of tools competently, safely and confidently. <ul style="list-style-type: none"> ⇒ Addition of a new range of writing equipment within the continuous provision such as pens and crayons. ⇒ Continue squiggle while you wiggle, dough disco and write dance. ⇒ Arrange small world items with control and precision ▪ Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: <ul style="list-style-type: none"> ⇒ Daily handwriting to reinforce effective pencil grip and correct letter formation (see Writing) ⇒ Use of handwriting lines to support letter sizes ⇒ Joining two letter digraphs 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Negotiate space and obstacles safely, with consideration for themselves and others <ul style="list-style-type: none"> ⇒ Playing running and chasing games independently and safely, such as what time is it Mr Wolf? ⇒ Independently creates and completes own obstacle courses in the outdoor area ▪ Demonstrate strength, balance and coordination when playing <ul style="list-style-type: none"> ⇒ Moves heavier objects independently when tidying up ⇒ Confidently uses wheeled objects ▪ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <ul style="list-style-type: none"> ⇒ P.E. sessions, including Real P.E. and dancing ⇒ Using instruments to dance to music ⇒ Engage in athletics games in preparation for Sports day <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases <ul style="list-style-type: none"> ⇒ Focused writing activities with adult ⇒ Start of day writing activities ⇒ Weekly writing rocket challenge ⇒ Nip, Flip and Grip reminder ▪ Use a range of small tools, including scissors, paint brushes and cutlery <ul style="list-style-type: none"> ⇒ Range of tools accessible in craft area ⇒ Independent use of cutlery ⇒ Provide different construction that requires more developed fine motor control ▪ Begin to show accuracy and care when drawing. <ul style="list-style-type: none"> ⇒ Drawing characters from focus texts ⇒ Following instructions to draw

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

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

Autumn	Spring	Summer
<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none">Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.<ul style="list-style-type: none">⇒ Recall key events ... <i>event</i>⇒ Talk about main characters... <i>character, beginning, middle, end</i>Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoymentUnderstand the five key concepts about print, with a focus on<ul style="list-style-type: none">⇒ Left to right⇒ 1-1 correspondence ... <i>word, letter, first / last</i>⇒ Holding books the correct way⇒ Locating front and back coverContinue to develop P1 phonological awareness<ul style="list-style-type: none">⇒ Focusing on rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i>Read individual letters by saying the sounds for them<ul style="list-style-type: none">⇒ Develop P2 phonics ... <i>phoneme, grapheme, alphabet</i>Blend sounds into words, so that they can read short words made up of known GPCs<ul style="list-style-type: none">⇒ P2, VC words and CVC wordsBegin to read a few common exception words matched to the phonics programme<ul style="list-style-type: none">⇒ <i>I, go, to, the, no, into ... tricky words</i>Begin to read simple phrases / sentences<ul style="list-style-type: none">⇒ Apply P2 and GPCRead pink guided reading books aligned to phonic knowledge <p>Writing:</p> <ul style="list-style-type: none">Write name correctly<ul style="list-style-type: none">⇒ Begin to use correct letter formationUse some of their print and letter knowledge in their early writingBegin to form lower-case letters correctlyBegin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... <i>spell</i><ul style="list-style-type: none">⇒ Use □ initial sounds, VC and CVC words⇒ Write labelsBegin to write lists & captions, focusing on ...<i>label, caption, space</i><ul style="list-style-type: none">⇒ Oral rehearsal / vocabulary⇒ Begin to reread what they have written	<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none">Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i><ul style="list-style-type: none">⇒ Retell story in small world / role play (in correct sequence) ...<i>beginning, middle, end, set</i>⇒ Take on role of character using some story language⇒ Talk about likes and dislikes of texts, rhymes and poemsBegin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoymentContinue to develop P1 phonological awareness, focusing on<ul style="list-style-type: none">⇒ Oral blending and segmentingSay the sound for:<ul style="list-style-type: none">⇒ For each letter of the alphabet⇒ Double letters □ ss □ ll □ zz □ ck □ ff⇒ Consonant digraphs □ sh □ ch □ th, □ ng ...<i>digraph</i>Begin to read words consistent with their phonic knowledge<ul style="list-style-type: none">⇒ Mid P3 and CVC wordsRead some common exception words matched to our phonics programme<ul style="list-style-type: none">⇒ <i>he, she, me, be, we, was</i> (plus see Autumn words)Read simple phrases / sentences<ul style="list-style-type: none">⇒ Apply P2-3, i.e. sets 1-7 + consonant digraphsRead red guided reading books aligned to phonic knowledge <p>Writing:</p> <ul style="list-style-type: none">Form most lower-case and some capital letters correctlySpell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC wordsWrite captions/phrases and begin to write simple sentences using known GPCs ...<i>sentence, full stop, capital letter</i><ul style="list-style-type: none">⇒ Include word spacing⇒ Orally rehearse caption of sentence before writingRe-read what they have written to make sure it makes senseBegin to write a variety of fiction and non-fiction sentences / captions	<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none">Continue to develop P1 phonological awareness<ul style="list-style-type: none">⇒ Oral blending and segmentingDemonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...<i>sequence</i><ul style="list-style-type: none">⇒ Begin to invent their own narratives and versions of storiesAnticipate-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.<ul style="list-style-type: none">⇒ Begin to notice some relationships between one text and another⇒ Identifies characters, settings, problems and solutions within a story⇒ Begin to comment on perceived links with own life experience or other experiences, e.g. <i>films, books</i>⇒ Choose a book and begin to explain why ...<i>because</i>Say the sound for each letter of the alphabet and for at least 10 digraphs<ul style="list-style-type: none">⇒ Secure P3...<i>trigraph</i>⇒ Some begin P5Read words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (<i>approximately yellow book band</i>)<ul style="list-style-type: none">⇒ <i>you, they, all, are, my, her</i> (plus see Autumn/Spring words) <p>Writing:</p> <ul style="list-style-type: none">Write recognisable letters (lower case and capital) most of which are formed correctlySpell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs<ul style="list-style-type: none">⇒ CVC words⇒ Including some tricky wordsWrite simple phrases and sentences that can be read by others<ul style="list-style-type: none">⇒ Including: oral rehearsal of sentence before writing, word spacing, full stop and capital letterBegin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:<ul style="list-style-type: none">⇒ 2-3 part story (e.g. <i>using story map/planner</i>)⇒ Instructions⇒ Fact cards

MATHEMATICS: □ Numerical Pattern □ Number

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

Autumn	Spring	Summer
<p>Numerical Pattern / Number</p> <ul style="list-style-type: none">Recite numbers to 10<ul style="list-style-type: none">⇒ Forward & backward using a number line, within songs⇒ Break counting chain (not always starting from 1)⇒ Talk about position of a number: before, after, one more, one lessCount objects, actions and sounds<ul style="list-style-type: none">⇒ Up to 5 – in context of daily routine, sharing and turn taking⇒ Count objects in an irregular arrangementSubitise 3 / 4 objects (quick recall without counting)<ul style="list-style-type: none">⇒ Matching children to images in workshop areas⇒ Fast recognition of dice patterns⇒ NumiconLink the number symbol (numeral) with its cardinal number value to 5<ul style="list-style-type: none">⇒ Make links between numbers and shapesCompare quantities up to 5<ul style="list-style-type: none">⇒ Using language of more than, less than, fewer, who has one more / less⇒ Using numicon to compare numbers⇒ DominoesUnderstand 'one more/less than' to 5<ul style="list-style-type: none">⇒ Using a number line to find one more and one less⇒ Adding one object to a pile and taking one awayExplore the composition of numbers to 5<ul style="list-style-type: none">⇒ Recognise total is still the same⇒ Using variety of resources – 5 frames and numicon <p>Shape, Space & Measure</p> <ul style="list-style-type: none">Select, rotate and manipulate shapes in order to develop spatial reasoning skills<ul style="list-style-type: none">⇒ Match and sort a range of objects⇒ Comparing shapesContinue, copy and create repeating patterns<ul style="list-style-type: none">⇒ Talk about pattern ... <i>repeat, next, before, after, in between</i>Begin to compare length, weight and capacity<ul style="list-style-type: none">⇒ Use language of big, small, tall and short.Begin to order and sequence familiar events<ul style="list-style-type: none">⇒ Measure short periods of time	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none">Recite numbers to 20<ul style="list-style-type: none">⇒ 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 10Count objects, actions and sounds<ul style="list-style-type: none">⇒ Up to 10, in context of daily routine, sharing, turn taking⇒ Count objects in an irregular arrangementBegin to estimate number of objects up to 10 then check by countingSubitise 5 objects (quick recall without counting)Link the number symbol (numeral) with its cardinal number value to 10<ul style="list-style-type: none">⇒ Matching objects to numerals⇒ Finding numerals within the classroom and outdoor areaCompare quantities up to 10Understand 'one more/less than' to 10<ul style="list-style-type: none">⇒ Using number line to find one more and one less⇒ Verbally recalling numbers that are one more and one lessBegin to explore the composition of numbers to 10Recall number bonds to 10<ul style="list-style-type: none">⇒ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives – numicon, 10s frames⇒ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... <i>left</i> <p>Shape, Space & Measure</p> <ul style="list-style-type: none">Select, rotate and manipulate shapes in order to develop spatial reasoning skills<ul style="list-style-type: none">⇒ Building, printing and matching with 3d shapesBegin to compose and decompose shapes within practical activitiesMeasure and compare short periods of time<ul style="list-style-type: none">⇒ Days of the week⇒ Measuring time – how many X can you do in 1 minute?Continue, copy and create repeating patterns<ul style="list-style-type: none">⇒ Including 3d shapesCompare length, height, weight and capacity<ul style="list-style-type: none">⇒ Order 2-3 items by capacity and weight	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none">Have a deep understanding of number to 10, including the composition of each number<ul style="list-style-type: none">⇒ Use first, then and now stories to add and subtract⇒ Explores a range of number songsSubitise up to 5Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.Verbally count beyond 20, recognising the pattern of the counting systemCompare quantities up to 10 in different contexts<ul style="list-style-type: none">⇒ Including when one quantity is greater than, less than or the same as the other quantityExplore and represent patterns within numbers up to 10<ul style="list-style-type: none">⇒ Including evens and odds, double facts and how quantities can be distributed equally.Share, double and half up to 10 objects<ul style="list-style-type: none">⇒ Grouping objects⇒ Making links to odd and even numbers <p>Shape, Space & Measure</p> <ul style="list-style-type: none">Select, rotate and manipulate shapes in order to develop spatial reasoning skills<ul style="list-style-type: none">⇒ Tangrams⇒ Matching and replicating modelsCompose and decompose shapes within practical activitiesContinue, copy and create more complex repeating patternsCompare length, height, weight and capacityMeasure and compare short periods of time

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
<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Begin to make sense of their own life-story and family’s history ▪ Begin to comment on images of familiar situations in the past <ul style="list-style-type: none"> ⇒ Previous birthdays ⇒ Pictures of school and Y6 buddies from the past <p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community <ul style="list-style-type: none"> ⇒ Describe family members and their occupations ⇒ Understand that there are many different types of families ⇒ Talk about their role in a family ▪ Name and describe people who are familiar to them <ul style="list-style-type: none"> ⇒ People in their local, church and school community ▪ Begin to understand that some places are special to members of their community <ul style="list-style-type: none"> ⇒ Talk about special places they go with their family ⇒ Visit church ⇒ Talk about their own houses ▪ Begin to recognise that people have different beliefs and celebrate special times in different ways <ul style="list-style-type: none"> ⇒ Understand how different people celebrate birthdays ⇒ Develop a knowledge and awareness of other festivals - Harvest, Diwali, Christmas <p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them <ul style="list-style-type: none"> ⇒ Discuss leaves and sort by shape/size ⇒ Begin to identify some local tree species ⇒ Discuss outdoor school environment ⇒ Discuss nocturnal animals ▪ Describe what they see, hear and feel whilst outside <ul style="list-style-type: none"> ⇒ Leaf shape, size & colour ⇒ Talk about their journey to school ⇒ Link this to their senses ▪ Understand the effect of changing seasons on the natural world around them – Autumn into Winter <ul style="list-style-type: none"> ⇒ Observe / talk about changing seasons and changes within autumn <p>* Develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information</p>	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Comment on images of familiar situations in the past <ul style="list-style-type: none"> ⇒ Discuss previous holidays from around the world • Explore dinosaur timeline and talk about differences between animals and environments from the past – making links. • Research previous explorers <p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community <ul style="list-style-type: none"> ⇒ Make comparisons between our community and those around the world ⇒ Talk about members of different families ▪ Understand that some places are special to members of their community <ul style="list-style-type: none"> ⇒ Compare churches around the world ▪ 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 <ul style="list-style-type: none"> ⇒ Use links within our class to discover more about different countries ⇒ Try different foods related to different countries <p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them <ul style="list-style-type: none"> ⇒ Identify locations where fossils have been found ⇒ Learn about animal habitats at the safari park ⇒ Investigate floating and sinking ▪ Describe what they see, hear and feel whilst outside <ul style="list-style-type: none"> ⇒ Explore dinosaur fossil ⇒ Discuss the different features of dinosaurs ▪ Understand the effect of changing seasons on the natural world around them <ul style="list-style-type: none"> ⇒ Look at weather patterns in different countries ⇒ Explore Spring and the changes it brings about ▪ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <ul style="list-style-type: none"> ⇒ Discuss the importance of caring for our world and changes that are taking place ⇒ Life cycles <p>* Continue to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information</p>	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Talk about the lives of the people around them and their roles in society <ul style="list-style-type: none"> ⇒ Discuss astronauts and their job role – comparing this to other occupations ⇒ Talk about recent discoveries in space ▪ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <ul style="list-style-type: none"> ⇒ Compare the changes in space exploration ⇒ Learn about the first flight ▪ Understand the past through settings, characters and events encountered in books read in class and storytelling. <ul style="list-style-type: none"> ⇒ Look at origins of traditional tales <p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <ul style="list-style-type: none"> ⇒ Create maps of traditional tales ⇒ Identify similarities in settings and Stockton Heath ▪ 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 <ul style="list-style-type: none"> ⇒ Traditional tales from different cultures ⇒ Explore the backgrounds of famous astronauts ⇒ Discuss different religions in our community ▪ 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. <ul style="list-style-type: none"> ⇒ Discuss traditional tales from other countries and notice similarities and differences ⇒ Locate linked countries on a map <p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them, making observations and drawing pictures of animals and plants <ul style="list-style-type: none"> ⇒ Grow some vegetables and discuss the changes ⇒ Discuss local features to share with Beegu ▪ 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 <ul style="list-style-type: none"> ⇒ Compare traditional tale settings to places we have visited ⇒ Discuss changes to our outside area in Summer ▪ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <ul style="list-style-type: none"> ⇒ Investigate best materials to slow down changes in states of matter (melting) ⇒ Reflect on the different seasons we have seen throughout the year and their effect ⇒ Use scientific vocabulary based on their experiences

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
<p>Creating with Materials</p> <ul style="list-style-type: none">Draw with increasing complexity and detail, such as representing a face with a circle and including details<ul style="list-style-type: none">⇒ Create self-portraits using mirrors⇒ Draw members of their families⇒ Use a range of materials to create a collage of their faceShow different emotions in drawings and paintings<ul style="list-style-type: none">⇒ Use the colour monster to make links to feelings and coloursContinue to explore colour and colour mixing.<ul style="list-style-type: none">⇒ Use paints to mix colours and make links to the book mixedSafely use and explore a variety of materials and tools<ul style="list-style-type: none">⇒ Explore shaping playdough⇒ Use a range of materials on the craft trolley independentlyExplore new techniques<ul style="list-style-type: none">⇒ Using scissors safely⇒ Joining materials using glue and cellotapeTalk about new creations<ul style="list-style-type: none">⇒ Discuss their creations with their peers and within classBegin to return to and build upon previous learning<ul style="list-style-type: none">⇒ Adapt models during imaginative play⇒ Show persistence when challenge occurs <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none">Take part in simple pretend play<ul style="list-style-type: none">⇒ Family / play date role play within the home corner ... <i>role, pretend, imagine</i>⇒ Use small world to act out parts of the focus text⇒ Use mini-mes in playBegin to develop complex stories using small world equipmentBegin to develop storylines in their pretend play – including those linked to focus text ... <i>story language, character, beginning, middle, end</i><ul style="list-style-type: none">⇒ Adapting Peace at Last to their own experiences⇒ Engaging in Christmas themed role playBegin to listen attentively, move to and talk about music, expressing their feelings and responses<ul style="list-style-type: none">⇒ How does the music make me feel? ... <i>emotions vocabulary</i>⇒ Link sounds to different scenes within Peace at LastBegin to watch and talk about dance and performance art<ul style="list-style-type: none">⇒ What type of dance/music is it? ... <i>adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i>⇒ Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer</i>⇒ Create dances for the NativitySing in a group or on their own<ul style="list-style-type: none">⇒ Engage in circle and partner songs⇒ Begin to make own verse for familiar song⇒ Learn and perform Nativity songsBegin to explore and engage in music making and dance<ul style="list-style-type: none">⇒ Invent and dance / play music to show different emotions ... <i>emotions vocabulary</i>⇒ Create sounds using instruments to match different scenes within the book	<p>Creating with Materials</p> <ul style="list-style-type: none">Explore and use a variety of artistic effects to express their ideas and feelings.<ul style="list-style-type: none">⇒ Explore different artists from around the world⇒ Use black and white paints to create shadesReturn to and build on their previous learning, refining ideas and developing their ability to represent them.<ul style="list-style-type: none">⇒ Make fossils by combining different materials⇒ Create different transport using junk modellingCreate collaboratively sharing ideas, resources and skills. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none">Listen attentively, move to and talk about music, expressing their feelings and responses.<ul style="list-style-type: none">⇒ Listen to music from around the world and discuss how it makes them feel⇒ Create dances to different types of musicWatch and talk about dance and performance art, expressing their feelings and responses.<ul style="list-style-type: none">⇒ Learn a range of dances from different cultures around the worldSing 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.<ul style="list-style-type: none">⇒ Use instruments in continuous provision⇒ Create music using natural resourcesDevelop storylines in their pretend play.<ul style="list-style-type: none">⇒ Use focus texts to inspire role play⇒ Use small world to invent own storylines	<p>Creating with Materials</p> <ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<ul style="list-style-type: none">⇒ Explore folding, making tabs and adding patterns to models⇒ Use junk modelling to create rocketsShare their creations, explaining the process they have used<ul style="list-style-type: none">⇒ Use design sheets⇒ Follow instructions to createMake use of props and materials when role playing characters in narratives and stories.<ul style="list-style-type: none">⇒ Use traditional tale puppets to act out narratives <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none">Invent, adapt and recount narratives and stories with peers and their teacher;<ul style="list-style-type: none">⇒ Use helicopter stories⇒ Use story maps to invent endings and change characters⇒ Write own versions of traditional talesSing a range of well-known nursery rhymes and songs;<ul style="list-style-type: none">⇒ Make links to traditional tales and space (e.g. 5 little men in a flying saucer)Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.<ul style="list-style-type: none">⇒ Record performances of songs⇒ Add actions to poems and stories⇒ Use squiggle while you wiggle in time with music

