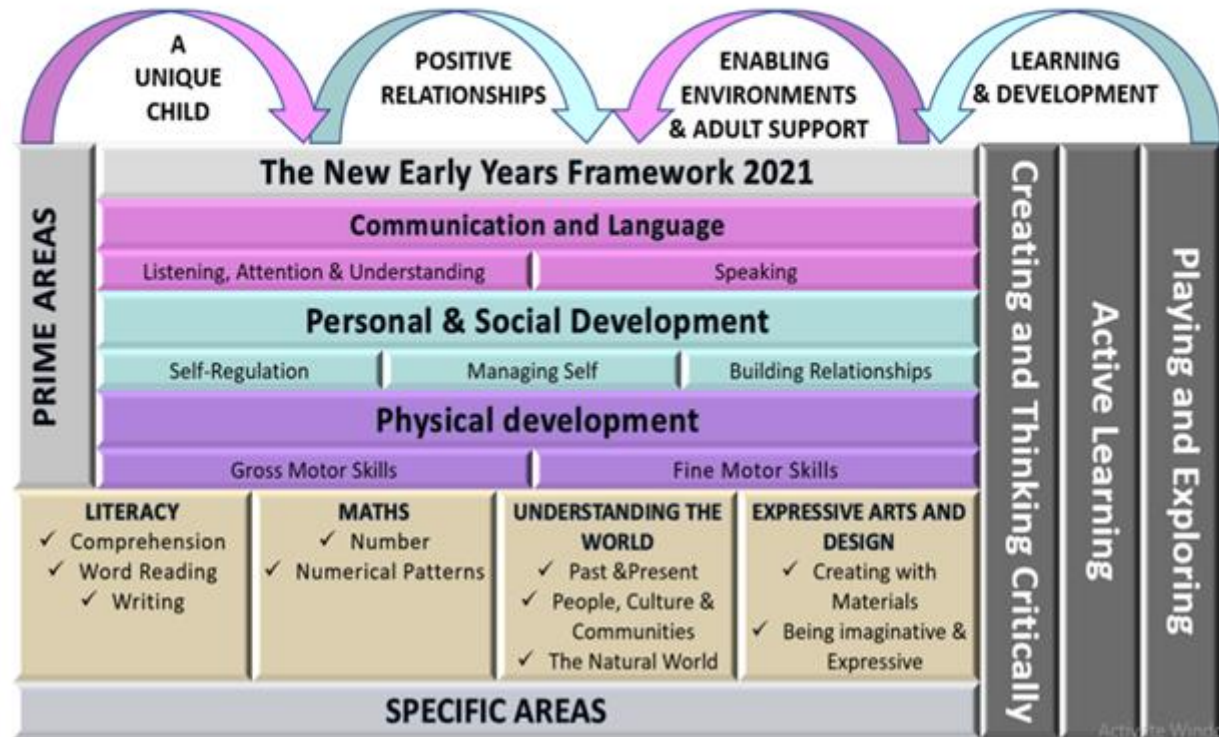




Reception Long Term Plan



At St Anne’s Catholic Primary School we offer a curriculum rich in spirituality, wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	<p>The Story of My Life!</p> <p><i>Starting school / getting to know my new class</i></p> <p><i>Being me in my world</i></p> <p><i>Being kind and making friends</i></p> <p><i>Traditional Tales (building on learning from nursery Classic Tales to develop PSED).</i></p>	<p>All About Me</p> <p><i>Body part names</i></p> <p><i>Five senses</i></p> <p><i>Through story understand that people are unique and special</i></p> <p><i>Children all over the world</i></p> <p><i>Basic needs of humans</i></p> <p><i>Changes in humans from birth</i></p> <p><i>Past and present – timeline of my life</i></p>	<p>My Family and My Community</p> <p><i>Superheroes linked to</i></p> <p><i>People who help us</i></p> <p><i>Diversity of Families</i></p> <p><i>Ways families show love and care</i></p> <p><i>Celebrations linked to families/ cultures</i></p> <p><i>Different homes</i></p> <p><i>Homes and families around the world</i></p> <p><i>Old homes/ new homes</i></p> <p><i>Where they live</i></p>	<p>Amazing Animals</p> <p><i>Animal names</i></p> <p><i>Animal body parts (e.g. beak/trunk)</i></p> <p><i>Domestic/ wild</i></p> <p><i>Life cycles</i></p> <p><i>Camouflage</i></p> <p><i>Mother and baby</i></p> <p><i>Animal needs</i></p> <p><i>Animal groups (mammal, fish, birds, insects, reptiles)</i></p> <p><i>Guide/Hearing dogs</i></p>	<p>How Does Your Garden Grow?</p> <p><i>Plant names</i></p> <p><i>Parts of plants</i></p> <p><i>Basic needs of plants</i></p> <p><i>Seeds</i></p> <p><i>Foods that come from plants</i></p> <p><i>Human need for plants</i></p> <p><i>Trees</i></p>	<p>Home Sweet Home</p> <p><i>Habitats: woodland, pond, ocean, desert, farm</i></p> <p><i>Identify and name animals for each habitat</i></p> <p><i>Moving-up – finding out about our new 'habitat' in Year one!</i></p>
ADDITIONAL THEMES THREADED ACROSS THE YEAR	<p>Kings and Queens</p> <p><i>What is a king, queen, prince, princess?</i></p> <p><i>What is a palace?</i></p> <p><i>Monarchy today and in the past</i></p>	<p>Weather & Seasons</p> <p><i>Name and cyclical order of four seasons</i></p> <p><i>Observing daily weather conditions</i></p> <p>Looking After Our World</p> <p><i>Human responsibility for our earth</i></p>	<p>Kings & Queens</p> <p><i>Roles and duties within a royal family</i></p> <p>Looking After Our World</p> <p><i>Pollution - Causes and harm to the earth</i></p>	<p>Weather & Seasons</p> <p><i>Characteristics of Winter</i></p> <p><i>Measuring temperature (thermometer)</i></p> <p><i>Observing daily weather conditions</i></p> <p>Looking After Our World</p> <p><i>Natural resources</i></p>	<p>Weather & Seasons</p> <p><i>Characteristics of Spring</i></p> <p><i>Observing daily weather conditions</i></p> <p>Looking After Our World</p> <p><i>Reduce, reuse, recycle</i></p>	<p>Weather & Seasons</p> <p><i>Characteristics of Summer</i></p> <p><i>Summer Activities</i></p> <p><i>Characteristics of Summer</i></p> <p><i>Observing daily weather conditions</i></p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Selection of Text Titles (full list available on medium term plan)	<p>The Horrid Three Little Pigs by Liz Pichon</p> <p>The Elves and the Shoemaker by Alison Egdson</p> <p>Goldilocks and the Three Bears by Valeri Gorbachev</p> <p>The Gingerbread Baby by Jan Brett</p> <p>The Gingerbread Girl by Lisa Ernst</p> <p>The Lion and the Mouse by Jerry Pinkney</p> <p>Why Mosquitoes Buzz in Peoples Ears by Verna Aardena</p> <p>Little Red Hen by Jerry Pinkney</p> <p>Yours Truly, Goldilocks by Alma Flor Ada</p>	<p>Rhyming Bible by Bob Harman</p> <p>Our Class is a Family by Lisa Bullard</p> <p>A life like mine: How children live around the world</p> <p>Whoever You Are by Memm Fox</p> <p>Luna Loves Art by Joseph Coelho</p> <p>I am a Living Thing by Bobbie Calman</p> <p>I Like Myself by Karen Beaumont</p> <p>Super-Duper You by Sophie Henn</p> <p>Will you be my friend? By Molly</p> <p>Amazing by Steve Antony</p> <p>Elmer the Elephant by David McKee</p> <p>The Body Book by Hannah Alice</p>	<p>Families by Anne Morris</p> <p>Houses and Homes by Anne Morris</p> <p>All families are special by Norma Simon</p> <p>A Story About Afiya by James Berry</p> <p>A Pocketful of Kisses by Audrey Penn</p> <p>Boundless Grace by Mary Hoffman</p> <p>Children Just Like Me Celebrations by Anabel Kindersley</p> <p>Who's in a Family? By Robert Skutch</p> <p>Living in the Arctic (desert/ rainforest) by Allan Fowler</p> <p>My Two Grannies by Floella Benjamin</p> <p>My Family is Forever by Nancy Carlson</p> <p>Two Homes by Steve Harman</p> <p>My Big Brother by Miriam Cohen</p> <p>The Roots of my Family Tree by Niki Alling</p>	<p>What do you do with a tail like this? By Steve Jenkins</p> <p>Is Your Mama a Lama? By Deborah Guarino</p> <p>Does a Kangeroo have a Mother too? By Eric Carle</p> <p>See me grow by Penny Arlon</p> <p>Animal Needs by Lisa Amsutz</p> <p>Animals in Camouflage by Phyliss Tildes</p> <p>Are you a bee (butterfly/snail/spider/ladybug)? by Judy Allen</p> <p>Do You Love Bugs? by Matt Robertson</p> <p>Barnyard Banter by Denise Fleming</p> <p>Brown Bear. Brown Bear What Do You See? By Eric Carle</p>	<p>Sunflower House by Eva Bunting</p> <p>Flowers by Vljaya Bodach</p> <p>A fruit is a suitcase for seeds by Jean Richards</p> <p>A Tree is a Plant by Clive Bullia</p> <p>Eating the Alphabet by Lois Elhert</p> <p>Alexandro's Gift by Richard E. Albert</p> <p>The Tale of Peter Rabbit by Beatrice Potter</p> <p>The Tiny Seed by Eric Carle</p> <p>Our Community Garden by Barbara Pollack</p> <p>Jack and the Baked Beanstalk by Colin Stimpson</p>	<p>The Very Hungry Caterpillar by Eric Carle</p> <p>It's mine by Leo Leonni</p> <p>In the Woods: Who's Been Here? By Lindsay Barrett</p> <p>George</p> <p>Life in a Pond by Carol K Lindeen</p> <p>A log's Life by Wendy Pfeffer</p> <p>Around the pond: Who's been here? By Lindsay Barrett</p> <p>George</p> <p>At the beach by Roland Harvey</p> <p>Cactus Hotel by Brenda Z Guiderson</p> <p>Flotsam by David Weisner</p> <p>Forest Bright Forest Night by Jennifer Ward</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CELEBRATIONS AND EVENTS ENRICHMENT OPPORTUNITIES (these will be added to in the course of evolving events throughout the year)	Celebrations & Events National Poetry Day Fairtrade Recycling week	Celebrations & Events Bonfire Night Diwali Remembrance Day World Nursery Rhyme week Talk Money Week Anti-bullying Week Nativity	Celebrations & Events Christmas and Epiphany Lunar New Year Children’s Mental Health Awareness Week E-safety Valentine’s Day National Story Week Vocations Week	Celebrations & Events Pancake Day World Book Day British Science Week Mother’s Day Holy Week Ash Wednesday Lent Easter Bonnets and egg hunt National Number Day	Celebrations & Events Autism Awareness Week Mental Health Awareness Week Walk to School week Health Eating Week Easter Pentecost	Celebrations& Events Sports Day Father’s Day Transition to Year 1.
COMMUNICATION AND LANGUAGE	<p>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.</p> <p>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.</p> <p>Through conversation, story-telling (including Talk for Writing) 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.</p> <p>Through daily rhyme time, singing, music, playground chants children begin to internalise language patterns and repeated refrains</p> <p>Biannual performances – Christmas Nativity and class celebrations – provide children with the opportunity to perform confidently to an audience</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RELIGIOUS EDUCATION	<p><u>Creation</u> Be able to recall parts of the story of creation using pictures and captions. Recognise gifts they have which are God given.</p>	<p><u>Advent</u> Know that there are four weeks in Advent.</p> <p><u>People who care for us</u> Know that families try to show love and care for each other. That Jesus' family included Mary and Joseph. They will be able to recall a celebration Jesus attended with Mary.</p>	<p><u>Christmas</u> Know that Jesus was born in a stable in Bethlehem and that his first visitors were shepherds.</p> <p><u>People who help us</u> Know some things about the work of the priest and will understand that the church building is a special place. They will also be able to identify some artefacts in the church. The children will recall a few features from the celebration of Mass and they will be able to identify parts of stories of Jesus that show him helping other people. The children will understand that people have opportunities to follow Jesus today by the way they live.</p>	<p><u>Lent</u> Know that Lent is an important season in the Church year. They will recall some symbols of the season and understand that it is a special time to pray. They will recognise the prayer of sorrow to be an important prayer of this season.</p> <p><u>Holy Week</u> know about some of the events of Holy Week and be able to talk about what Jesus did on Palm Sunday, The Last Supper and Good Friday. They will understand the cross is a special reminder of the love of Jesus. They will also be able to talk about when the Last Supper of Jesus is remembered in church.</p>	<p><u>Easter</u> Know a story about the Resurrection of Jesus and understand that at Easter we celebrate Christ being alive. Identify the Easter Candle as a symbol of this season.</p> <p><u>Pentecost</u> Know parts of the story of Pentecost and recognise some of the changes that took place in the Apostles lives. They will also know some of the symbols the Church uses to celebrate the Feast of Pentecost.</p> <p><u>Prayer</u> Know that prayer is an important form of communication with God. They will be able to recall some forms of prayer and say why they are important. They will take part in some in prayer liturgies and write some prayers of praise and thanks.</p>	<p><u>Prayer</u> Continued</p> <p><u>Baptism</u> Know that at Baptism they are given a Christian name. They will be able to participate in a role-play of the celebration and identify a few symbols of Baptism. They will know that Baptism is a special celebration to welcome people into God's Family. They will also know that Jesus' Presentation in the Temple was a special celebration for him.</p>

<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT MANAGING SELF</p> <p>As a prime area PSED is threaded through every aspect of our curriculum In addition to this we follow the PSHE JIGSAW SCHEME including RSE</p>	<p>As a Catholic school, Gospel values and our St Anne’s School mission are embedded in our curriculum, and all aspects of school life. Through this ethos all children are supported to: see themselves as a valuable individuals, build constructive and respectful relationships, express their feelings and consider the feelings of others, show resilience and perseverance in the face of challenge, identify and moderate their own feelings socially and emotionally, think about the perspectives of others, manage their own needs including personal hygiene, know and talk about the different factors that support their overall health and wellbeing:</p> <p>This is taught through story, texts, play (structured and child-led) and experiences.</p>					
<p>RSE <i>Ten Ten scheme</i> <i>Personal development</i></p>	<p>JIGSAW <i>Being Me In My World</i></p> <ul style="list-style-type: none"> • I can help others to feel welcome. • I can begin to recognise and manage my own feelings • I understand why it is good to have kind and gentle hands • I am beginning to understand what responsible means 	<p>JIGSAW <i>Celebrating Difference</i></p> <ul style="list-style-type: none"> • I can talk about what I am good at. • I understand that being different makes us all special • I know ways that we are different and the same • I can tell you how to be a kind friend • I can tell you why my home is special to me • I know ways to stand up for myself. 	<p>JIGSAW <i>Dreams and Goals</i></p> <ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you a time that I didn’t give up • I can set a goal and work towards it • I can use kind words to encourage people • I know what it means to feel proud of myself. 	<p>JIGSAW <i>Healthy Me</i></p> <ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand that moving and resting are good for my body • I know which foods are healthy and not healthy • I know how to help myself go to sleep and why it is good for me • I can wash my hands thoroughly and I know why it is important to stay healthy • I know what a stranger is 	<p>JIGSAW <i>Relationships</i></p> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend 	<p>JIGSAW <i>Changing Me</i></p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception
<p><i>Including</i> <i>Self- Regulation</i></p>	<p>Controlling own feelings and behaviours -Applying personalised strategies to return to a state of calm -Being able to curb impulsive behaviours -Being able to concentrate on a task -Being able to ignore distractions -Behaving in ways that are pro-social -Planning - Thinking before acting -Delaying gratification -Persisting in the face of difficulty.</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	The Story of My Life!	All About Me	My Family and My Community	Amazing Animals	How Does Your Garden Grow!	Home Sweet Home
PHYSICAL DEVELOPMENT	<p><i>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.</i></p> <p><i>At St Anne's we are blessed with a bespoke and expansive outdoor learning though which we offer wide ranging opportunities for children to develop this prime are of development</i></p> <p><i>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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i></p>					
FINE MOTOR <i>Daily opportunities for Fine Motor Activities</i> <i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i>	Develop and practise early Handwriting and drawing skills in a range of contexts. Develop knowledge of how basic letters are formed. Begin to show a preference for left or right hand/footedness. Use, store and transport a range of equipment safely. Use simple tools to effect changes to materials. Be able to dress and control fastenings – zip, beginning to do up or undo buttons, Use large and small anti-clockwise arm movements and retrace a vertical line when scribbling and writing.	Manipulate malleable materials to create a desired effect by patting, stroking, poking, squeezing etc. and use correct vocabulary. Demonstrate control when using a range of one handed tools. Practice, rehearse and consolidate a range of fine motor skills.e.g. threading, using a pincer grip, finger printing, scissor skills etc. Create lines and shapes when drawing, creating and building. Begin to use a tripod grip. Use a range of tools to begin to form recognisable letters.	Develop and practise early Handwriting and drawing skills in a range of contexts. Develop knowledge of how basic letters are formed- RWI. Use pencils, crayons, felt-tips for a range of activities. Be able to perform precise actions such as hand opposing movements (buttoning clothes) Gain more control using a tripod grip.	Roll, push, pat, throw, catch, aim, hit, control, kick, pass - small equipment with increasing skill and control. Use a range of media and techniques to create –shade, smudge, sprinkle, blow, sculpt, bend, print etc. Handle tools, objects, construction and malleable materials safely with increasing control.	Develop and practise early Handwriting and drawing skills in a range of contexts. Develop knowledge of how basic letters are formed- RWI. Play games that include patterns that move across the body, from left to right, use pattern making for different purposes. Use muscles for self-help skills - zip, buckle, buttons.	Develop and practise early Handwriting and drawing skills in a range of contexts. Develop knowledge of how basic letters are formed- RWI. Use a wide range of tools safely and with increased accuracy. e.g. scissors, cooking utensils, woodwork tools, knife, fork, spoon, needle, clay tools, etc.

<p>GROSS MOTOR</p> <p><i>Daily opportunities for Gross Motor Development</i></p>	<p>Experience movements relating to speed (crawl slowly, hop quickly) and force (tiptoe, plod). Change direction within a large space Develop co-ordination and control (chasing and dodging activities). Explore speed, distance and direction Develop an awareness of body shape, tall, wide, narrow, long, spiky through movement and when balancing. Create/copy movement in games such as 'follow my leader' and use vocab. Be able to stop on command.</p>	<p>Explore speed, distance, direction and height. Move to a beat. Develop vocabulary linked to movement and speed, stop, still, slowly, quickly, pulse, gallop, slither Be able to jump off an age appropriate object and land safely. Experience rolling at different speeds. Explore a wide variety of movements and show some awareness of space e.g. to skip, hop, balance along a line. Travel in a range of ways e.g. walking on heels, hopping on alternate feet, skipping, travelling forwards, backwards, sideways Develop kinaesthetic movement e.g. (close your eyes and take 2 steps) Use different body parts to move along/ over/across/ through etc. and on different surfaces and along different pathways, straight, zigzag, wavy, etc. Be able to stop on command. Explore jumping along a range of different surfaces including jumping 1 foot to same foot (leap) Copy a partner's sequence across apparatus, mirror or shadow actions, develop a sequence together. Use increasing control over an object by touching, pushing, patting, throwing, catching or kicking it: Practice and evaluate ability to follow a ball and moving to collect it...kick/ throw/ roll etc.</p>	<p>Travel confidently in a range of ways alongside a partner or along a straight/ curved/ round pathway etc. Balance along a narrow pathway /with a bean bag on their head/ shoulder Demonstrate confidence when lifting, carrying and placing small apparatus. Experience movements relating to space, reach high, balance, stretch out wide. Use space safely taking account of others/ adjusting speed or changing direction. Work individually, in pairs, small group, to plan a series of movements. Safely use spaces, adjust and control speed and change direction avoid obstacles.</p>	<p>Demonstrate hand-eye/ foot-eye co- ordination in a range of activities- dribble a ball, travel and send/receive a ball in different ways Jump across, over, onto, off-a range of apparatus. Travel around, under, over and through balancing and climbing equipment Use a range of vocabulary linked to movement – roll, strike, bounce, catch etc. Co-ordinate and control body movements successfully – twist, dodge, negotiate obstacles Explore body shapes and 'Plan' (in their mind or as they go) a sequence of movements. To be able to hit a thrown object with a bat, e.g. a bean bag Practice and evaluate their skills when rolling a ball and under arm throwing. To experience catching a range of objects e.g. scarf, bubbles and catching a ball Use a range of more complex movements, hop, skip, use a balance bike, or skips on alternate feet.</p>	<p>Move with confidence, imagination and safety Practice large muscle co- ordination (skip, gallop) Describe some body actions and movement, such as floppy, tense, reach, pause, floating, charging, etc. Move to a beat- go noodle and wake up shake up activities Use a range of more complex movements, hop, skip, use a skipping rope, peddle a trike, or skips on alternate feet Jump and land safely from a variety of starting positions -2-2, 1-1 foot Use space and apparatus safely. Link movement together in short phrases e.g. can copy and repeat simple actions Create simple movement sequences. Work independently, with a partner, and in various sized groups. Describe the basic rules of a game. Observe, describe and copy what others have done Demonstrate an ability to follow instructions, stop, and start accurately.</p>	<p>Use a range of skills during group/team games and activities e.g. to throw over-arm, under-arm, hit a ball with a 2 handed strike etc. Experience a range of 'turning' activities – spin, rolls, turn over a bar etc. Jumping over an object of a given height /across a given length. Throwing, catching, aiming, hitting, kicking controlling, small equipment with increasing skill and control from a stationary position and whilst moving. Combine movements using various parts of their body e.g. repeat and remember 2 movements.</p>
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Get set for PE	Get set for PE - Fundamentals Unit 1	Get set for PE - Fundamentals Unit 2	Get set for PE – Gymnastics Unit 2	Get set for PE – Dance Unit 2	Get set for PE – Ball skills Unit 2	Get set for PE – Games – Unit 2
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	The Story of My Life!	All About Me	My Family and My Community	Amazing Animals	How Does Your Garden Grow!	Home Sweet Home
LITERACY	<p><i>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)</i></p> <p style="text-align: center;"><i>Developing a passion for reading</i></p> <p style="text-align: center;"><i>Children will be read to daily and share books with adults and peers throughout the school day.</i></p> <p style="text-align: center;"><i>Children will take home a book from the class library to share at home</i></p>					
COMPREHENSION	<p>Begin to talk about and show an understanding of characters, sequence, illustrations, author from stories that have been read to them.</p> <p>Retell stories, rhymes, poems, emphasising sequence, rhythm and rhyme.</p>	<p>Make predictions about rhymes, poems and stories. Anticipate, re-read and recite, what they think the story, rhyme or poem is about.</p> <p>Discuss story openings, actions and endings showing an understanding of recently introduced vocabulary.</p> <p>Talk about what they have read e.g. characters, events.</p>	<p>Predict and anticipate what they think the story, rhyme or poem is about.</p> <p>Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.</p> <p>Link information and stories to their own knowledge and experiences.</p> <p>Discuss story openings, actions and endings showing an understanding of recently introduced vocabulary.</p> <p>Begin to adapt stories and rhymes by changing the setting, character(s), events, etc.</p>	<p>Show an understanding of the elements of stories e.g. main character, sequence of events, and openings.</p> <p>Answer questions about where, who, why and how using non-fiction texts.</p> <p>Talk confidently about what they have read, characters in stories, sequencing events logically using story starts, middles and ends.</p>	<p>Talk confidently about their understanding of what they have read to ensure it makes sense and retell stories and narratives in their own words.</p> <p>Discuss story openings, actions, endings showing an understanding of recently introduced vocabulary.</p> <p>Adapt stories and rhymes by changing the setting, character(s) and events.</p>	<p>Infer and deduce information at a basic level in relation to what is read to them and their own reading.</p> <p>Make predictions about a story anticipate, re-read and recite, what they think the story, rhyme or poem is about.</p> <p>Use information texts to find answers to simple questions in relation to the learning theme (where, who, why, how)</p>

WORD READING	<p>Talk about characters, sequence, illustrations, author.</p> <p>Show an awareness of left to right, top to bottom when reading.</p> <p>Use book language (e.g. title, author, illustrator, title page, words/print, photograph)</p> <p>Identify, hear and say initial, medial and final sounds in words.</p> <p>Use phoneme/grapheme correspondences, in relation to print in the environment</p> <p>Talk about favourite books.</p>	<p>Use non-fiction texts as part of playful experiences such as construction, exploration, making zones in relation to the learning theme.</p> <p>Begin to use a variety of cues when reading text.</p> <p>Attempt to read words identifying the letters in the order in which they occur.</p> <p>Identify alliteration in known, new and invented words.</p> <p>Continue a rhyming string.</p> <p>Blend phonemes to read and segment to spell.</p> <p>Read an increasing range of words using developing phonic knowledge and high frequency tricky words.</p>	<p>Recognise printed and handwritten words in a variety of ways.</p> <p>Read some high frequency and common exception words.</p> <p>Read significant parts of the text and chant repeated refrains.</p> <p>Use terms about books and print: book cover, beginning, end, page, line, word, letter, title</p> <p>Track the text in the right order, page by page, left to right etc.</p> <p>Point to words while reading – one to one reading.</p> <p>Recognise letter shapes and say the sound for each.</p> <p>Read simple words by blending including digraphs.</p> <p>Read words in relation to the learning theme.</p> <p>Read common exception words.</p>	<p>Read simple words, sentences and repetitive phrases.</p> <p>Show an awareness of the contents page and its purpose.</p> <p>Read simple sentences across a variety of genre.</p> <p>Re-read frequently a variety of familiar texts.</p> <p>Read and talk about favourite authors and their books</p> <p>Use book language e.g. author, illustrator, dedication, blurb etc.</p> <p>Talk about favourite books they read out of school.</p> <p>Have an awareness of capital letters.</p> <p>RWI – ARE End of term two</p> <p>Read Word Time 1.6 and 1.7 (4/ 5 sounds) Green Words with Fred Talk.</p> <p>Read 3 and 4 sound nonsense words with Fred Talk</p>	<p>Read simple texts independently.</p> <p>Retell stories using key vocabulary.</p> <p>Compare stories with own personal experiences.</p> <p>Talk about favourite books they read out of school.</p> <p>Build a bank of quickly read common exception words and high frequency tricky words.</p>	<p>Use a variety of cues to read accurately.</p> <p>Apply phonic knowledge to decode words.</p> <p>Re-read and recite stories and rhymes that are familiar to them and make changes.</p> <p>Read and talk about favourite authors and their books.</p> <p>Use punctuation when reading aloud and when reading to themselves.</p> <p>Begin to show an awareness of the glossary and its purpose.</p> <p>Read more complex words making phonetically plausible attempts when reading more complex words, drawing on phonetic knowledge.</p> <p>Build a bank of quickly read common exception words and high frequency tricky words, and apply this knowledge when reading a range of text.</p> <p>RWI – ARE End of term three</p> <p>Begin to read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) Read Word Time 1.6 and 1.7 Phonics Green Words speedily</p>
RWI Expectations Access to differentiated RWI groups	<p><i>Read single letter set 1 sounds (first 16)</i></p> <p><i>Word time 1:1 to 1:3</i></p> <p><i>Spell using Fred fingers.</i></p>	<p>Read all set 1 single letter sounds.</p> <p>Blend sounds into words orally.</p> <p>Word time 1:1 to 1:5</p> <p>Spell using Fred fingers.</p>	<p>Read set 1 special friends.</p> <p><i>Blend sounds to read words.</i></p> <p><i>Read short ditty stories.</i></p> <p>Review Word time 1:1 to 1:5</p> <p>Read word time 1:6</p> <p>Read 3 sound nonsense words.</p> <p>Spell using Fred fingers.</p>	<p><i>Read set 1 sounds speedily.</i></p> <p><i>Read word time 1:7 words.</i></p> <p><i>Review word time 1:1 to 1:6</i></p> <p><i>Read 3 and 4 sound nonsense words.</i></p> <p><i>Spell using Fred fingers.</i></p> <p><i>Read red story books.</i></p>	<p><i>Read green storybooks.</i></p> <p><i>Read 4 double consonants.</i></p> <p><i>Read 3 and 4 nonsense words.</i></p> <p><i>Spell using Fred fingers.</i></p>	<p><i>Read green storybooks.</i></p> <p><i>Begin to read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo).</i></p> <p><i>Review set 1 phonics green words.</i></p> <p><i>Read nonsense words.</i></p> <p><i>Spell using Fred fingers</i></p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	The Story of My Life! <i>Texts as a Stimulus for T4W: Rainbow Fish</i>	All About Me <i>Texts as a Stimulus: Christmas Story</i>	My Family & My Community <i>Texts as a Stimulus: Percy the Park Keeper One Snowy Night</i>	Amazing Animals! <i>Texts as a Stimulus: The Little Green Dinosaur</i>	How Does Your Garden Grow? <i>Texts as a Stimulus: The Little Red Hen</i>	Home Sweet Home <i>Texts as a Stimulus: The Very Hungry Caterpillar</i>
WRITING <i>Texts may change due to the children's interests</i>	Write their own name. Use writing/mark making to communicate thinking. Hear, say and recognise initial sounds in words when writing/mark making. Use talk to order their own thinking and ideas, when planning in larger group / whole class mark making /writing sessions. Attempt to use known letters and sounds in writing/mark making. Use a tripod grip when writing.	Hear, say and recognise the main sounds in words when writing/mark making. Begin to spell simple words phonetically. Use and control confidently a variety of writing implements in relation to letter formation. Begin to use confidently some conventions e.g. left to right, top to bottom, spaces between words, etc. Identify capital letters in names, places and logos. Understand that writing can be used for a range of purposes e.g. to send messages, record, inform, tell stories. Compose a sentence orally for someone else to write or to dictate and record digitally. Understand that writing remains constant i.e. will always "say" the same thing.	Use writing to communicate thinking. Use different types of writing and talk for writing through role play etc. Use letters to represent the main sounds in words. Begin to hear say and recognise predominant sounds in words, beginning to segment these when spelling. Write phonemes in the order in which they occur. Confidently use a variety of writing implements to form letters. Use some conventions of writing (e.g. left to right, top to bottom, capital letter, full stop). Write using letters of a consistent size. Independently write labels or captions for pictures and drawings with increasing confidence. Use growing vocabulary in writing.	Dictate a sentence or story/ poem/ rhymes, instructions, and orally rehearse ahead of writing etc. Begin to use story language such as story starts, middles and ends in writing. Use a tripod grip when writing. Use a capital letter at start of own name, and start of a sentence. Independently use skills modelled during shared writing. Use word banks to spell, check and correct during writing. Write/mark make confidently for a variety of purposes and audiences in relation to learning themes e.g. recipes, letters, cards etc.	Generate and structure ideas prior to writing. Confidently use a tripod grip to work towards fluency. Write letters with increasing accuracy. Recognise some common spelling patterns. Write/mark make confidently for a variety of purposes and audiences in relation to learning themes. Use experiences of stories, poems and simple recounts as a basis for independent writing Use writing to communicate in a variety of ways, incorporating it into play.	Use writing to communicate thinking in questioning, predictions and anticipations. Begin to use story openings, endings and story language in writing. Make phonetically plausible attempts when spelling more complex words and common exception words. Form recognisable letters including lowercase, capitals and numbers. Write grammatically accurate simple sentences confidently. Self-correct using a range of strategies. Move from phonetic to standard spelling to spell words with increasing accuracy. Write sentences to match pictures or sequences of pictures. Write events/ ideas in a logical sequence. Use ICT as a stimulus for writing e.g. photographs, power point presentations. Use appropriate vocabulary for a genre including some descriptive words, connectives, etc.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	The Story of My Life!	All About Me	My Family and My Community	Amazing Animals	How Does Your Garden Grow!	Home Sweet Home
MATHEMATICS	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.					
WHITE ROSE SMALL STEPS	By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including counters 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.					
MASTERY MATHS	<p>Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Match, sort and compare Match and Sort Compare amounts Compare Size, Mass & Capacity Exploring Pattern</p> <p>It's Me 1, 2, 3! Representing 1, 2 & 3 Comparing 1, 2 & 3 One more/ one less Composition of 1, 2 & 3 Circles and Triangles Positional Language</p> <p>1,2,3,4,5 Representing Numbers to 5 One More and Less. Shapes with 4 Sides. Day and night</p>	<p>Maths Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass Compare capacity</p> <p>Growing 6, 7, 8 6, 7 & 8 Combining 2 amounts Making pairs / doubles Odd and evens Length and Height Capacity Time</p> <p>Building 9 and 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D Shapes Pattern</p>	<p>To 20 and Beyond Building Numbers beyond 10 Counting Patterns beyond 10 Verbal counting patterns Spatial Reasoning Match, Rotate, Manipulate</p> <p>How many now? Adding More Taking Away</p> <p>Manipulate, compose and decompose Rotate shapes Manipulate shapes Decompose shapes Compose shapes</p> <p>Sharing and grouping Explore grouping Explore sharing Doubling Sharing & Grouping Even & Odd</p> <p>Visualise, map and build Mapping Repeating patterns Visualising positions</p> <p>Make connections Deepen understanding Patterns and relationships</p>			

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NUMBER	<p>Join in and respond to number rhymes, songs, stories and games, saying and using number names up to 10 and beyond, including the use of zero.</p> <p>Use strategies, such as placing objects in a line, to help count accurately and to compare the numbers of objects in small groups of objects.</p> <p>Count reliably objects to 10 using just one number name to each object (1-1 correspondence)</p> <p>Count reliably in other contexts, such as clapping sounds or hopping movements.</p> <p>Begin to recognise 'none' and 'zero' in stories, rhymes and when counting and use the numerals to represent them.</p> <p>Match sets of objects to numerals that represent the number of objects.</p> <p>Recognise, say and identify numerals 0 to 9 and beyond.</p> <p>Represent groups of objects, using equipment, fingers, drawing, marks and numerals, etc.</p> <p>Order a given set of numbers to 6.</p>	<p>Make an accurate comparison when matching objects in two sets.</p> <p>Keep a tally and use it to count.</p> <p>Recognise and use number symbols to 10 and beyond, including zero.</p> <p>Begin to use language of addition/subtraction (e.g. add one, take one).</p> <p>Understand and use vocabulary such as: <i>add, plus, total, take away, increase, decrease, subtract, equals, less than, more than</i>.</p> <p>Use resources to 'vote' and record frequency.</p> <p>Use a range of vocabulary to discuss number.</p> <p>Partition and recombine small groups of up to four objects, and recognise that the total is still the same.</p>	<p>Join in and respond to number rhymes, stories, songs and games, saying and using number names up to 15 and beyond, (including use of 0).</p> <p>Count in a range of situations up to 10</p> <p>Know size of a set of objects is given by the last number in the count</p> <p>Count reliably any arrangement of up to ten objects.</p> <p>Instantly recognise, without counting, familiar patterns of up to six objects.</p> <p>Check counting to ensure they have not mis-counted.</p> <p>Partition and recombine small groups of up to ten objects.</p> <p>Explore the story of 10.</p> <p>Select two groups of objects to make a given total of objects. (K&U)</p> <p>Use a range of practical equipment, fingers, cards, grids, number tracks and number lines to support addition and subtraction.</p>	<p>Recognise and use correct number symbols to 10 and beyond.</p> <p>Describe solutions to practical problems, talking about their own ideas, methods and choices.</p> <p>Understand addition as counting on and combining groups of objects into one group.</p> <p>Be confident in combining two groups of objects and recognise it relates to addition (which is "adding on") and subtraction (which is "taking away").</p> <p>Begin to understand subtraction as taking away objects, counting those remaining and counting back [incl zero].</p> <p>Use the vocabulary of addition and subtraction such as equal to, more than, less than, fewer, most and least etc.</p> <p>Compare groups or quantities using 1-1 correspondence to find the difference.</p> <p>Become familiar with, understand and use vocabulary such as: <i>add, plus, sum, total, take away, increase, decrease, on, back, subtract, equals, less than, more than</i>.</p>	<p>Join in and respond to number rhymes, songs, stories and games saying and using number names to 20 and beyond.</p> <p>Count reliably more than 10 objects.</p> <p>Instantly recognise, without counting, organised and random arrangements of small numbers of objects.</p> <p>Recognise and use correct number symbols to 20 and beyond</p> <p>Write numerals from 0-10.</p> <p>Work with and use number bonds to 10.</p> <p>Select 2 groups of objects to make a given total up to and beyond 10.</p> <p>Know that numbers greater than 9 are formed by combining more than one digit and that the 'teens' numbers start with the digit 1.</p> <p>Begin to learn by heart key facts, such as pairs that total 10, by recognising the pattern in the pairs – 0,10; 1, 9; 2, 8; 3, 7...</p> <p>Find one/2 more or one/2 fewer by counting on or back.</p> <p>Remove a smaller number from a larger and find out how many are left, counting back from the larger number.</p>	<p>Count objects in range to 20.</p> <p>Write numerals to 20 and beyond in a range of purposeful activities.</p> <p>Order numbers to 20 and beyond.</p> <p>Explore number stories beyond 10 (e.g. story of 12, up to 15).</p> <p>Work out by counting how many more are needed to make a larger number.</p> <p>Count on from a given number when combining 2 groups of objects.</p> <p>- Become familiar with language such as: <i>altogether, more than, fewer than, less, add, in total, sum of, take away, subtract, left, half, share, equal, how many?</i></p> <p>Count repeated groups of the same size and add them together – early multiplication</p> <p>Recognise and use appropriate notation in addition and subtraction number sentences, accurately interpreting the symbols +, – and =</p> <p>Begin to draw on known addition and subtraction facts to work out a calculation</p>
NUMERICAL PATTERN	<p>Recite number in order to 10.</p> <p>Demonstrate increased confidence when trying to overcome difficulties and correct recitation errors.</p>	<p>Recite numbers in order counting back from 10 or less.</p> <p>Recite numbers in order from 2,3,4,5 to 10 and beyond.</p> <p>Count in 10's.</p>	<p>Recognise that number words must always be said in the same order.</p> <p>Recite numbers to 6 in order to develop stable-order understanding.</p>	<p>Order numbers across the 10 boundary (e.g. 8 to 11)</p> <p>Order a given set of selected numbers, e.g. 2,5,8,1,4</p> <p>Count in 10s and 2s.</p>	<p>Recite numbers to 10 in order from 1-10 and backwards 10-0.</p> <p>Count forwards and backwards within the</p>	<p>Recite numbers to 20 in order continuing the count forwards or backwards from a given number (within 20) and beyond.</p>

	<p>Recognise you can count in any order and you will get the same result – number conservation.</p> <p>Beginning to solve simple problems and puzzles in everyday activities, with numbers to 10.</p> <p>Understand and use language of number (more/less, more than, less than).</p> <p>Compare sets of objects identifying more/less.</p> <p>Use counting to compare the number of items in two small sets, identifying the two totals and saying which is the larger and which the smaller of the two totals.</p>	<p>Play games using number tracks and squares.</p> <p>Say the number that comes after a given number within the number sequence 1 to 10.</p> <p>Understand and say with confidence a number that is one more or one less than a given number up to 10 and beyond, including the use of 0.</p> <p>Estimate size of a set of objects and begin to understand that the size is given by the last number in the count.</p> <p>Find one more or one less from a group of objects.</p> <p>Use a range of vocabulary to talk about the relationships between numbers.</p>	<p>Count forwards and backwards within the number sequence 1 to 5.</p> <p>Demonstrate increased confidence spotting errors when reciting.</p> <p>Begin to estimate the size of a set of everyday objects.</p> <p>Say and use number names in order in familiar contexts.</p> <p>Recite numbers to 10 and beyond.</p> <p>Recite numbers in order starting from 2,3,4,5 then to 10 and beyond</p> <p>Recite numbers in order counting back from 10 or less.</p> <p>Confidently overcomes difficulties and corrects recitation errors.</p> <p>Record numbers through simple tally and written numerals.</p> <p>Model the use of ordinal numbers in different contexts</p> <p>Begin to use the ordinal language of 'first', 'second', and 'third' in practical contexts.</p> <p>Estimate a number in a range that can be counted reliably and checked by counting.</p> <p>Begin to estimate how many objects can be seen and check by counting (up to 10)</p> <p>Identify a number one more or one less [orally, using numbers lines, number squares, clocks, etc. from a given number to 10 and beyond.</p> <p>Share objects into equal groups and count how many in each group. (division).</p>	<p>Count reliably in all play and focused activities (up to 10 and beyond)</p> <p>Match and compare the number of objects in two sets. (Difference)</p> <p>Compare two numbers, up to 10 / 15 and beyond and say which is more/less/ greater/smaller and say a number which lies between 2 given numbers.</p> <p>Solve one step simple problems and puzzles in everyday activities, with numbers to 10 involving addition/ subtraction/ multiplication/ division.</p> <p>Handle data to record and represent findings through pictures, block graphs/ diagrams, sorting circles, etc.</p>	<p>number sequence 1 to 10 / 1-20.</p> <p>Grow in confidence spotting errors when counting and noticing missing numbers.</p> <p>Say the numbers that come before and after a given number within the number sequence 1 to 20.</p> <p>Continue a count, forwards or backwards, from any point in the sequence 0 to 20.</p> <p>Compare 2 numbers up to 20 and say which is more / less /greater/ smaller.</p> <p>Say a number which lies between 2 given numbers.</p> <p>Begin to understand and use ordinal numbers in different contexts (e.g. describe position of objects, people or events.)</p> <p>Estimate the size of a set of objects up to 20 and check by counting.</p> <p>Understand that, as you count on, the quantity represented by the number becomes larger, and becomes smaller when counting back.</p>	<p>Recognise and continue patterns linked to number such as odd and evens, multiplication patterns</p> <p>Count aloud in 1s, 2s, 5s and 10s</p> <p>Count reliably in all play and focused activities to 20 and beyond</p> <p>See and use the patterns in numbers to 20 [incl odd/even, count on/ back 0 and fractions ~ half</p> <p>Begin to recognise, find and name half of an amount [half as one of two</p> <p>Solve simple problems and puzzles in everyday activities with numbers to 20 and beyond, including money.</p> <p>Compare two numbers up to 20 and beyond and say which is more/less/greater/smaller and say a number which lies between 2 given numbers.</p> <p>Begin to use division and multiplication language and understanding to share equally and count multiple, equal sets of objects.</p> <p>Solve simple problems and puzzles in everyday activities, with numbers to 20 involving addition and subtraction and grouping and sharing small quantities by calculating the answer using concrete objects and pictorial representations</p> <p>Decide how to represent a problem in their own way</p> <p>Handle data and independently represent this to share with others.</p>
<p><i>SHAPE, SPACE AND MEASURE</i></p>	<p>Talk about similarities and differences between a range of shapes (regular and not regular shapes)</p>	<p>Begin to recognise and name 3D and 2D shapes. Describe key features of 3D and 2D shapes and use a range of</p>	<p>Use familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Recognise, name and describe features of 3D shapes in relation to experiences and activities.</p>	<p>Name and discuss 3D and 2D shapes and use to make more complex models, pictures and patterns, in</p>	<p>Talk about, recognise and recreate more complex patterns in community including symmetry.</p>

	<p>Sort and match similar shapes to 2D pictures/ photos and other objects. Talk about shape features including orientation. Understand how words, signs and symbols describe position. Explore and talk about pattern in a range of activities [shape and number arrangements] Order items by height/ length/distance (2-3 items) Relate own personal clock to routines in reception class. Know days of week, and relate to vocabulary of time.</p>	<p>vocabulary to describe shapes. Understand and use positional language in everyday situations including physical activities and ICT experiences. Understand and use effectively positional language. Use positional knowledge to instruct programmable toys. Compare sets of objects size/height/length, (e.g. longer than, /taller than) in a range of activities. Sort and match items according to size Use timers during playful activities to begin to understand the units of time – 1 minute, 3 minute, 5 minute, 1 hour etc. Appreciate how pouring liquid, sand or small objects from one container into another can help identify which holds more or which holds less. Recognise and sort 1p, 2p, 5p, 10p and £1.00 coins and use in role play. Begin to understand the language of transaction – pay for/change</p>	<p>Recognise, name and describe features of 2D shapes. Ensure children can recognize shapes in different orientation and different sizes. Use a variety of shapes to make models, pictures, patterns. Use language such as circle or bigger to describe the shape and size of solids and flat shapes. Talk about, recognise and repeat simple patterns. Compare 3 sets of objects/quantities by size/length. Understand that objects must be carefully lined up along a common base line in order to compare their length or height directly Understand and use language such as: <i>longer than, shorter than, taller than</i> to compare size Understand and use vocabulary such as: <i>heavier than, lighter than, weigh, holds more, holds less, fills more than one, full.</i> Compare 3 sets of quantities by weight/capacity making a direct comparison, using appropriate mathematical vocabulary. Use a range of tools to measure and compare length, weight, capacity, time, distance Use 1p, 2p, 5p, 10p, 20p, £1,00 coins in role play. Begin to use language of transaction in role play.</p>	<p>Find items using positional/directional clues Use positional knowledge to instruct programmable toys Use positional language confidently in math's, PE and other activities Understand, follow and use positional vocabulary such as: <i>position, grid, outside, inside, beside, next to, front, back, between, centre.</i> Understand, follow and use directional language such as: <i>direction, forwards, backwards, sideways, whole turn, half turn, quarter turn, right, left.</i> Show an awareness of the concept of reflective symmetry. Talk about, recognise and recreate more complex patterns in home/school/ wider community (e.g. reflecting or symmetrical properties). Use standard and non-standard units of measure –understand the need for standard units - Order a given selection of coins (e.g.10p, 5p, 2p, 1p)</p>	<p>relation to experiences and activities. Describe and discuss shapes and pattern using increasing mathematical vocabulary. Use complex instructions for programmable toys. Use language to describe position, direction and movement e.g. left and right, top, middle and bottom, on top of, in front of, above, between. Instruct others in daily activities giving instruction and directions. Instruct others in terms of position, direction and movement Use everyday words to describe position. Talk about, recognise and make patterns observed in home/school/immediate community/wider community. Use appropriate mathematical language to compare three or more quantities by mass/weight (heavy/light) capacity and volume [full/ empty, more than/ less than) size/length/height (long/shortest). distance (half-way, furthest). Use standard and non-standard units of measure – understand the need for standard units. Talk about own personal time line in relation to familiar events in own life. Use language such as more or less, longer or shorter, heavier or lighter, to compare two quantities</p>	<p>Explore equal halves of a shape, objects, length and share by halving equally. Begin to read clock in relation to familiar events. Use time units as part of daily routines, play and exploration (before/ yesterday). Make estimates and predictions in a problem solving context with increased confidence using numbers to 20 and beyond. Use developing mathematical ideas and methods to solve practical problems Use coins of different denomination [1p, 2p, 5p, 10p, 20p, 50p, £1.00 and £2.00 coins] in role play Use the language of transaction in role play. - Order a selection of coins/notes (e.g. 2p, 50p, 10p, £1.00, £2.00, £5.00,£10.00 etc.)</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	The Story of My Life!	All About Me	My Family & My Community	Amazing Animals!	How Does Your Garden Grow?	Home Sweet Home
UNDERSTANDING THE WORLD	<p><i>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.</i></p>					
PAST AND PRESENT	<p>Share significant elements of their own lives and the lives of other people familiar to them.</p> <p>Know the routines in the reception class and discuss how to organise themselves for activities e.g. snack time.</p> <p>Know the sequence of the days of the week and use vocabulary e.g. Yesterday, Sunday.</p>	<p>Know, use and understand vocabulary of time e.g. last week, long time ago.</p> <p>Relate personal timeline to the routines in the reception classroom.</p> <p>Sequence and order events in their own life and those familiar to them.</p> <p>Talk about personal time line in relation to events in their own life, e.g. birthdays, starting school.</p>	<p>Talk about personal time line in relation to events in their own lives and the lives of other familiar people e.g. moving house. (History timeline homework project).</p> <p>Explore and discuss key features of autumn, winter, spring and summer and talk about change over time. Begin to understand the sequence of the months of the year, January, February, March, April... and link to own experiences and key events.</p>	<p>Use key vocabulary in relation to time, e.g. old, new, past, present, future, etc.</p> <p>Explore and discuss a range of timelines and life cycles.</p>	<p>Know the seasons of the year and use some key features to compare and contrast past, present and future.</p> <p>Know the sequence of the months of the year and link these to a range of events, activities and experiences in the past, present and future e.g. we will be going into Year 1 in September.</p> <p>Talk in detail about own personal time line in relation to events in their own life –such as the school year.</p>	<p>Sequence and order events in their own lives and people familiar to them in relation to the passing of time.</p> <p>Explore and participate in effective transition events (YR/Y1), discuss and raise questions.</p> <p>Talk about feelings and thoughts of moving to year 1 – events in their future</p> <p>Explore and discuss A range of timelines and life cycles e.g. chick</p>
THE NATURAL WORLD	<p>Understand seasonal weather change (autumn/winter) and observe, discuss and record seasonal changes in environment and the effects on ourselves</p> <p>Identify key features of</p> <p>Observe, describe and draw simple features of</p>	<p>Discuss, observe and draw simple features of humans, objects and living things.</p> <p>Compare and contrast similarities and differences height, weight, shoe size hair colour etc.-sort by given criteria.</p> <p>Observe and identify external body parts, observing how body parts move.</p>	<p>Identify key features of the setting and the local environment indoors and out</p> <p>Use journey/story maps - in relation to mapping skills.</p> <p>To create simple maps and plans, paintings, drawings and models of known and imaginary landscapes.</p> <p>Use appropriate geographical vocabulary</p>	<p>Examine change that may be reversed e.g. melting ice.</p> <p>Experiment, predict, describe, discuss and communicate their findings using appropriate vocabulary.</p> <p>Use appropriate scientific vocabulary.</p>	<p>Recognise, name and describe similarities and differences between materials.</p> <p>Begin to classify materials by their function and</p> <p>Investigate materials for their functions.</p>	<p>Observe and discuss different habitats and why animals live and exist where they do.</p> <p>Explore pond life.</p> <p>Understand and talk about seasonal weather change (spring/summer)</p> <p>Understand and describe features of the natural environment through the seaside, sea, sand and rocks.</p>

	<p>plant growth and name the parts of the plants. Describe, discuss and record sequences of the lifecycle of a plant. the setting and the local environment indoors and out.</p>	<p>Name the 5 senses and how we use them (explore impairment) Investigate and identify objects using the senses. Begin to understand requirements for healthy living e.g. hygiene and predict what might happen if we do not lead a healthy lifestyle.</p>	<p>Connect and compare side by side 2 settings or journeys.</p>	<p>Talk about, explore and predict changes in everyday materials e.g. waterproof Understand seasonal weather change and its impact (winter/spring) Investigate living things, developing monitoring and observations skills.</p>	<p>Investigate how we can make the world a better place for ourselves and others after us. Observe, draw, describe, classify simple features and characteristics of animals, insect's birds and underwater creatures. Identify similarities and differences between animals and creatures. Observe, describe and sequence the life cycle of an animal.</p>	<p>Understand, explore and describe features of the natural environment and classify seaside materials. Identify similarities and differences between two areas e.g. Seaside and town</p>
<p>PEOPLE AND COMMUNITES</p> <p><i>Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</i></p> <p><i>They will begin to understand and value the differences of individuals and groups within their own community.</i></p> <p><i>Children will have opportunity to develop their emerging moral and cultural awareness.</i></p>	<p>Talk about where they live and their own family traditions and culture. To explore culture and traditions.</p>	<p>Explore a range of traditions, cultures and religions e.g. Harvest, Diwali, Bonfire Night, Christmas Production, Christmas, Father Christmas, parish bazaar.</p>	<p>Talk about where they live and their own family traditions and culture. Create simple maps of the local area/ route to school. Talk to visitors and make visits e.g. local church Gain an awareness of the cultures and beliefs of others within their community. To confidently talk about their own special events e.g. Birthdays, Baptism, starting school, holidays. Talk to visitors to further explore different occupations. Talk about and describe different occupations in our community. Discuss vocations and describe what God's calling us to be. Exploring a range of cultural activities and festivals e.g. Epiphany, Lunar New Year, St Patrick's Day, etc.</p>	<p>Explore a range of cultural activities and festivals e.g. Shrove Tuesday, Ash Wednesday, St David's Day, Lent, Easter etc.</p>	<p>Develop knowledge of a range of cultures and beliefs and celebrate our own cultures and traditions. Explore the lives of people living in other countries through stories such as Handa's Surprise etc. Explore a range of cultures and religions of others.</p>	<p>Explore different languages, dress and customs using a range of resources e.g. books and stories, artefacts, visitors, visits to local places of worship and cultural centres, photographs etc. Explore the year 1 environment and find out about the practitioners.</p>

			<p>Explore the ways in which their cultures and beliefs, experiences and celebrations are similar, and different to their friends. Make visits to local places of interest –local church, library, local Park.</p> <p>Begin to understand reasons why some friends need extra help and support</p>			
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	The Story of My Life!	All About Me	My Family & My Community	Amazing Animals!	How Does Your Garden Grow?	Home Sweet Home
EXPRESSIVE ARTS AND DESIGN	Expressive Art and Design involves developing a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.					
CREATING WITH MATERIALS	<p>Select and use tools safely and purposefully across the provision.</p> <p>Explore and experiment joining of materials through use of a range of resources.</p> <p>Talk about their plan or intentions when they explore, mix, and use colour.</p> <p>Use lines to enclose a space, as well as using shapes to represent objects.</p>	<p>Explore different media and what happens when they put different things together, e.g. sand, paint and sawdust.</p> <p>Use different surfaces to experiment on for their art creations.</p> <p>Using resources and textures e.g. finger combs and adding sawdust.</p> <p>Experiment with sculpture using clay and dough, rolling, cutting coiling.</p> <p>Use artwork with a strong sense of shape or colour as</p>	<p>Draw from memory and imagination.</p> <p>Select and use tools safely and purposefully across the provision.</p> <p>Explore, mix, and use colour.</p> <p>Record constructions with photographs and drawings.</p> <p>Begin to understand some of the tools, techniques and processes involved food preparation.</p>	<p>Use a variety of media, draw visual elements, line, shape, tone and space.</p> <p>Explore and use a range of colours, mixing colours and shades.</p> <p>Use designs of real objects to support their thinking about their own designs and to adapt as necessary.</p> <p>Develop confidence with ways of joining materials through use of a range of resources. E.g. flap join.</p>	<p>Independently join materials, selecting appropriate resources and tools.</p> <p>Select and use tools safely and purposefully across the provision.</p> <p>Begin to understand some of the tools, techniques and processes involved food preparation.</p> <p>Explore Artist Andy Warhol and create art work inspired by</p>	<p>Review and adapt their work throughout the making process.</p> <p>Use tools and techniques to print with more detail e.g. string blocks.</p>

		<p>inspiration – e.g. Kandinsky (explore in Autumn Term White Rose sessions) Use clay to make pots. Begin to understand some of the tools, techniques and processes involved food preparation</p>		<p>Explore Artist Janet Bell and create art work inspired by Spring flowers.</p>		
<p>BEING IMAGINATIVE AND EXPRESSIVE</p>	<p>Role-play and act out purposeful roles and re-tell known stories with props and equipment. As dancer's children will learn to: Play and join in with rhythm games, e.g. tapping out the syllables of children's names, song lyrics. Match movements to sounds e.g. march to the sound of the drum, creep to the sound of the maraca. Use music as part of role play e.g. Instruments to represent the sounds in stories e.g. the creation story. Experiment with, and change the sounds that instruments can make.</p>	<p>Make up own stories in play and when talking to others. Experience dance from a range of cultures and genres. Become familiar with music played and songs sung e.g. who wrote it and where from. Use music and story to sequence simple movements e.g. hop, skip, forward jump, wide/narrow shape etc. Describe the sounds and move to the sound of instruments. Record, reflect and review the music/songs created by themselves and others. Distinguish between sounds and use appropriate vocabulary to describe sounds.</p>	<p>Make appropriate props for role-play and use these to support narratives. Work as part of a group to act out a narrative discussing and sharing ideas. Develop a growing repertoire of movement and types of dance, Move rhythmically e.g. marching, skipping, twisting, swirling, etc. in response to music Use appropriate vocabulary when exploring sounds and rhythm. Create story/rhyme/journey maps adding sounds to illustrate the narrative</p>	<p>Empathise with the characters in stories using appropriate language. Continue to invent and adapt stories in play and discuss these adaptations with others Experience dance from a range of cultures and genres. Draw to the sound of an instrument, repeat with other sounds. Create and play a visual pattern using marks to represent music.</p>	<p>Plan, invent, innovate stories in play and through discussion with others. Move in different ways/directions e.g. backwards, forwards, sideways, marching, rocking, swaying, left, right, etc. Experience dance from a range of cultures and genres. Choose shapes to represent instruments for themselves and others to play.</p>	<p>Continue to adapt and extend a repertoire of dances Appreciate, respond to and evaluate a performance</p>
<p>Kapow MUSIC PROGRAMME</p>	<p>Exploring rhymes and songs</p>	<p>Celebration Music</p>	<p>Music and movement</p>	<p>Exploring sound</p>	<p>Transport</p>	<p>Big Band</p>

EARLY LEARNING GOAL: End of Year Expectations - Holistic / Best Fit Judgement

COMMUNICATION AND LANGUAGE	PSED	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN
<p><i>ELG: Listening, Attention and Understanding</i></p> <p><i>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</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i></p> <p>ELG: Speaking</p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, Non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p>	<p>ELG: Self-Regulation</p> <p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i></p> <p><i>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.</i></p> <p>ELG: Managing Self</p> <p><i>Be confident to try new activities and show independence, resilience and Perseverance in the face of challenge.</i></p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p>ELG: Building Relationships</p> <p><i>Work and play cooperatively and take turns with others.</i></p> <p><i>Form positive attachments to adults and friendships with peers;.</i></p> <p><i>Show sensitivity to their own and to others' needs.</i></p>	<p>ELG: Gross Motor Skills</p> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p><i>Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p>ELG: Fine Motor Skills</p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p><i>Begin to show accuracy and care when drawing.</i></p>	<p>ELG: Comprehension</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate – where appropriate – key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></p> <p>ELG: Word Reading</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p>ELG: Writing</p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>	<p>ELG: Number</p> <p><i>Have a deep understanding of number to 10, including the composition of each number;</i></p> <p><i>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.</i></p> <p>ELG: Numerical Patterns</p> <p><i>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.</i></p> <p><i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p>	<p>ELG: Past and Present</p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, Drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p>ELG: People, Culture and Communities</p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p>ELG: The Natural World</p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>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.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>	<p>ELG: Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</i></p> <p>ELG: Being Imaginative and Expressive</p> <p><i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></p> <p><i>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.</i></p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CHARACTERISTICS OF EFFECTIVE LEARNING	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. <i>Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</i></p> <p>Active learning: <i>Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</i></p> <p>Creating and thinking critically: <i>Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to reach their own conclusions.</i></p>					
OVERARCHING PRINCIPLES	<p>Unique Child <i>Every child is unique and has the potential to be resilient, capable, confident and self-assured.</i></p> <p>Positive Relationships <i>Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</i></p> <p>Enabling environments <i>Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</i></p> <p>Learning and Development: <i>Children develop and learn at different rates. We must be aware of children who need greater support than others and provide timely intervention.</i></p> <p>PLAY <i>At St Anne's Catholic Primary School we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</i> <i>We recognise the crucial role that early years' education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</i></p>					

<p>OUR BRITISH VALUES</p>	<p><i>Taught through our extensive range of texts carefully selected to teach children to have an understanding of their own place in the world and the absolute need to empathise with others.</i></p> <p><i>Also taught through ASSEMBLIES PSHE CIRCLE TIMES</i></p>	<p>Mutual respect</p> <p><i>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.</i></p> <p><i>All cultures are learned, respected, and celebrated.</i></p>	<p>Mutual Tolerance</p> <p><i>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</i></p> <p><i>Mutual tolerance of those with different faiths and beliefs and for those without faith.</i></p>	<p>Rule of law</p> <p><i>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</i></p>	<p>Individual liberty</p> <p><i>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</i></p>	<p>Democracy</p> <p><i>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</i></p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p><i>Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Phonic assessments/ interventions NELI assessments</i></p>	<p><i>On going assessments Baseline analysis Pupil progress meetings Parents evening EYFS team meetings In house moderation Midterm Assessments Writing/reviewing PLPs</i></p>	<p><i>GLD Projections for EOY Trust moderation EYFS team meetings Phase meeting and internal moderations EYFS data Writing/reviewing IPPs</i></p>	<p><i>Pupil progress meetings Parents evening info EYFS team meetings Writing/reviewing PLPs</i></p>	<p><i>Trust moderation EYFS team meetings Writing/reviewing PLPs</i></p>	<p><i>Pupil progress meetings Parents evening info EYFS team meetings EOY data NELI assessments</i></p>
<p>PARENTAL INVOLVEMENT</p>	<p><i>Staggered Start Reception Intake meeting Home/School Agreement Stay and Play, Welcome to Reception parent workshop Parents Evening Wow moments Home Learning Curriculum overview Phonics workshop Reading</i></p>	<p><i>Wow moments Nativity Performance Parents Evening Autumn reports Home Learning Curriculum overview Reading</i></p>	<p><i>Wow moments Parent's Evening Home Learning Curriculum overview Reading</i></p>	<p><i>Wow moments Parents Evening Spring reports RE Inspire Workshop Mother's Day song Home Learning Curriculum overview Reading</i></p>	<p><i>Wow moments Home Learning Curriculum overview Reading</i></p>	<p><i>Wow moments Summer report Parents Evening Transition meeting. Sports Day Home learning Curriculum overview Reading</i></p>

