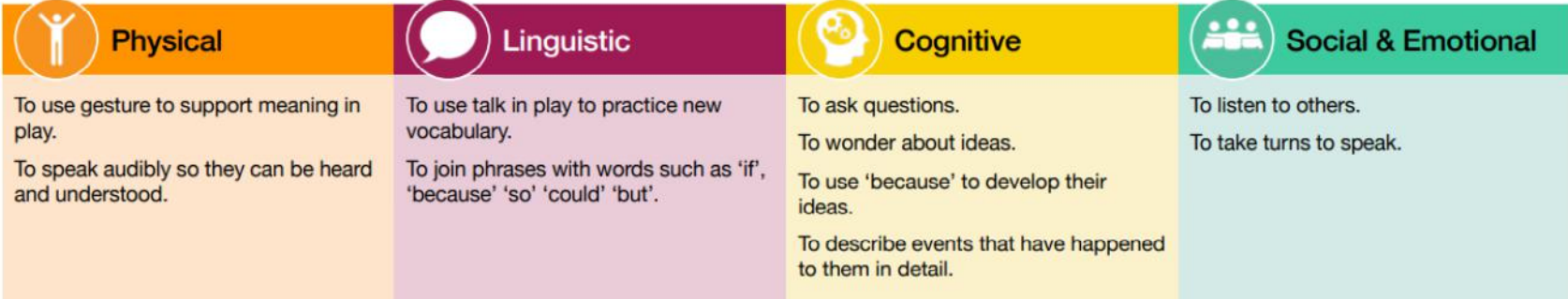




Curriculum Map 2024-2025

Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Drivers:	Forest School, Christian Values and Nurture & Inclusion					
Termly Themes	Who am I? Our Environment		The world around us		Living Creatures and things	
Values A year	Creation and stewardship	Peace and justice	Wisdom	Reverence	Humility	Hope
Values B year	Community	Friendship	Courage and resilience	Thankfulness	Love and compassion	Trust
Learning Umbrella	Settling in and belonging, our school and class family Routines and expectations Feelings and emotions Families and relationships Celebrations, festivals of light, seasonal change		Space and the solar system Our home Planet Earth Countries and Cultures		Lifecycles and mini – beasts Beautiful blooms Dinosaurs Animals big and small	
UW topics	Our families Why is God important to Christians? Harvest Autumn	Seasonal changes Fireworks Diwali Christmas Why do Christians retell the nativity story?	Travelling in space and the planets Exploring our senses, Different homes Polar regions, animals and global warming	Planet Earth Map work Countries and people Spring and seasonal change Why do Christians put a cross in an Easter garden?	Oceans and sea creatures Land of the dinosaurs and fossils and bones	Seasonal change – Summer Mini-beasts and bugs Flowers Animals
Enrichment opportunities	Library Church – Harvest Firefighter visit, Jobs that parents do Nativity		World Book Day – Author visit or performance. Church – Easter		Caterpillars to butterflies Visit to a wildlife park or petting zoo in school Leavers Service at Church	
Possible lines of development (PLODS)	Linked to children’s interests and fascinations.					

<p>Communication & Language (Prime area of learning)</p>	<p>STATUTORY 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</p>				
	<p>This prime area is split into 2 further areas: speaking and listening, attention and understanding. Communication and Language underpins all areas of learning. Communication and language is embedded and provision continuously through both adult led and child-initiated learning, Throughout the year, the children will have opportunities to develop their Communication and Language skills through a range of individual, small group and whole class activities – these include circle games and carpet times, stories, poems, non-fiction texts and related follow up activities (including role-play and story re-telling), learning new vocabulary linked to enhancements, songs and rhyme time. We identify core stories, poems and rhymes that children will get to know really well. In addition, communication and language skills are developed through children’s curiosities and interests during child initiated learning time and interactions with adults and peers. Wellcomm speech and language assessments will be undertaken as part of our routine baseline assessments to support planning and provision for children. Assessments will be re-done every half term for those children who need extra support.</p>				
<p>Voice 21 Oracy Curriculum</p>	 <table border="1" data-bbox="414 742 2083 1061"> <tr> <td data-bbox="414 742 831 1061"> <p>Physical</p> <ul style="list-style-type: none"> To use gesture to support meaning in play. To speak audibly so they can be heard and understood. </td> <td data-bbox="831 742 1247 1061"> <p>Linguistic</p> <ul style="list-style-type: none"> To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. </td> <td data-bbox="1247 742 1664 1061"> <p>Cognitive</p> <ul style="list-style-type: none"> To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail. </td> <td data-bbox="1664 742 2083 1061"> <p>Social & Emotional</p> <ul style="list-style-type: none"> To listen to others. To take turns to speak. </td> </tr> </table>	<p>Physical</p> <ul style="list-style-type: none"> To use gesture to support meaning in play. To speak audibly so they can be heard and understood. 	<p>Linguistic</p> <ul style="list-style-type: none"> To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. 	<p>Cognitive</p> <ul style="list-style-type: none"> To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail. 	<p>Social & Emotional</p> <ul style="list-style-type: none"> To listen to others. To take turns to speak.
<p>Physical</p> <ul style="list-style-type: none"> To use gesture to support meaning in play. To speak audibly so they can be heard and understood. 	<p>Linguistic</p> <ul style="list-style-type: none"> To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. 	<p>Cognitive</p> <ul style="list-style-type: none"> To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail. 	<p>Social & Emotional</p> <ul style="list-style-type: none"> To listen to others. To take turns to speak. 		
	<p style="text-align: center;"><u>INTENT</u></p> <p>Children will be able to:</p> <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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their adults and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and 1:1 discussions, offering their own ideas using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 				

	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, making use of conjunctions, with modelling and support from their adults. 					
	<p>Core texts - Fiction Pete the cat – Rocking my school shoes The colour monster goes to school. The Proudest Blue The Gruffalo The Little Red Hen Leaf Man Ruby’s Worry Super Duper You Rhyme and poems - Oi frog!</p> <p>Non-fiction texts – me and my body</p>	<p>Core texts - Fiction Elmer Stick Man Here comes Jack Frost The Nativity (through drama) Rhyme and poems- Monkey and me Non-fiction texts – People who help us</p>	<p>Core texts - Fiction Whatever Next How to Catch a Star Beegu The way back home Rhyme and poems- Very noisy poems Non- fiction texts- Healthy practises</p>	<p>Core texts - Fiction The Three Billy Goats Gruff The Gingerbread Man Handas Surprise Here we are Rhyme and poems- The Walker book of first rhymes Non-fiction texts – The world around me – Charlotte Guilain</p>	<p>Core text - Fiction Somebody swallowed Stanley. Sharing a shell The snail and the whale. The Wondrous Dinosaurium The Night Pirates Rhyme and poems: Commotion in the Ocean Non-fiction texts – Reduce, reuse, recycle - Animals and habitats</p>	<p>Core text - Fiction The very hungry caterpillar. The very lazy ladybird Teeny Weeny Tadpole Lazy Lion Rhyme and poems- Fantastic first poems- June Crebbin Non-fiction texts – lifecycles</p>
<p>Speaking Listening, attention and understanding Knowledge and skill progression</p>	<p>To begin to respond to visual and verbal prompts to learn the skills to help them to listen carefully on the carpet and in a range of situations.</p> <p>To begin to learn new vocabulary linked to books and themes and use throughout the day</p> <p>To begin to describe events connecting one idea with another.</p>	<p>To respond to visual and verbal prompts to learn the skills to help them to listen carefully on the carpet and in a range of situations.</p> <p>To learn new vocabulary linked to books and themes and use throughout the day.</p> <p>To describe events more confidently connecting one idea with another and beginning to use connectives</p> <p>To use talk to help to work out simple</p>	<p>To begin to understand how to listen carefully with or without visual prompts and why listening is important in a range of situations.</p> <p>To begin to use new vocabulary learnt linked to books and themes more confidently throughout the day, and begin to ask questions to find out more.</p> <p>To talk about events in detail, confidently connecting one idea to another using connectives more confidently.</p> <p>To use talk confidently to help work out</p>	<p>To continue to learn the skills learnt to listen carefully with or without visual prompts and understand why listening is important in a range of situations.</p> <p>To use new vocabulary learnt linked to books and themes more confidently throughout the day, and begin to ask questions to find out more.</p> <p>To talk about events in detail, confidently connecting one idea to another using a wider range of connectives more confidently.</p> <p>To use talk confidently to help work out problems, to organise</p>	<p>To begin to explain the skills to listen carefully and why it is important to listen in a range of situations.</p> <p>To begin to recall vocabulary learnt linked to previous books and themes and build on these using well formed sentences and by asking questions.</p> <p>To talk about and describe events in detail, connecting ideas using a wider range of connectives and begin to use sequencing words, such as before and next.</p>	<p>To explain the skills to listen carefully and why it is important to listen in a range of situations.</p> <p>To recall vocabulary learnt linked to previous books and themes and build on these using well formed sentences and by asking questions.</p> <p>To talk about and describe events in detail, connecting ideas using a wider range of connectives and confidently use sequencing words, such as before and next.</p>

	<p>To begin to use talk to help to work out simple problems, to organise thinking and use this to begin to explain how things work and why.</p> <p>To begin to listen to and learn songs and rhymes and how they sound.</p> <p>To begin to engage in story times and non-fiction books for a short amount of time and begin to join in with repeated actions and phrases.</p> <p>To begin to use some simple social phrases, "Good morning, please and thank you"</p>	<p>problems, to organise thinking and use this to explain how things work and why.</p> <p>To listen more carefully to learn songs and rhymes.</p> <p>To engage in story times and non-fiction books for a short amount of time and begin to join in with repeated actions and phrases.</p> <p>To use some simple social phrases, "Good morning, please and thank you without being reminded.</p>	<p>problems, to organise thinking and use this to explain how things work and why.</p> <p>To listen carefully to and learn a wider range of songs, rhymes and poems, with increased attention to how they sound.</p> <p>To engage in story times and in non-fiction books joining in with repeated actions and phrases. To begin to retell parts of stories and recall information that they have heard.</p> <p>To hear and learn more complex social phrases – for example "Good morning, how are you?"</p>	<p>thinking and use this to explain how things work and why.</p> <p>To listen carefully to and learn a wider range of songs, rhymes and poems, with increased attention to how they sound.</p> <p>To engage in story times and in non-fiction books joining in with repeated actions and phrases. To retell parts of stories and recall information that they have heard.</p> <p>To hear and learn more complex social phrases – for example "Good morning, it's lovely to see you."</p>	<p>To talk about problems and thinking to explain how things work and why.</p> <p>To listen carefully to and learn a wide range of songs and thyme, paying attention to how they sound and begin to talk about what they hear.</p> <p>To engage in story times and in non-fiction books joining in with repeated actions and phrases. To begin to retell stories and recall information they have just heard and begin to use comprehension skills to talk about them further. To hear, learn and use social phrases in different context. For example "Good afternoon, how was lunch time?"</p>	<p>To confidently talk about problems and thinking to explain how things work and why.</p> <p>To listen carefully to and learn a wide range of songs and thyme, paying attention to how they sound and talk about what they hear.</p> <p>To engage in story times and in non-fiction books joining in with repeated actions and phrases. To retell stories and recall information they have just heard and use comprehension skills to talk about them further.</p> <p>To hear, learn and use social phrases in different context. For example "Good bye, enjoy your evening."</p>
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Physical development (Prime area of learning)	<p>STATUTORY 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		
	<p>Throughout the year, the children will have opportunities to develop their skills through a range of individual, small group and whole class activities. These will include funky fingers sessions, dough disco, squiggle whilst you wriggle, handwriting sessions, and P.E. sessions. In addition, physical skills are developed through access to physical resources during their child initiated learning time, with the support of adults and peers.</p>		
	<u>INTENT</u>		
	<p>Children will be able to:</p> <p><u>Gross Motor</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 		
FMS	<p><u>Fine Motor Skills (FMS)</u> Children have daily active learning sessions when they arrive which are mainly aimed at developing fine motor skills, coordination, and early writing development. Activities and equipment throughout the setting provide mark making, drawing, and writing opportunities in a variety of different ways. The children have access to resources such as pencils, scissors, tongs, pipettes, play dough and paintbrushes, to support fine motor skills. Weekly skills lessons are planned to specifically teach and develop these skills. Squiggle whilst you wriggle to develop core strength to support handwriting development. During lunch times, the children use cutlery to eat with and are supported with using these independently</p>		
Knowledge, skills and progression	<p>To begin to develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>To begin to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p>Continue to develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Continue to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, including tools for woodwork.</p>	<p>Develop and apply the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Use their core muscle strength effectively to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Use small motor skills learnt to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, including tools for woodwork.</p>
GMS	<u>Gross Motor Skills (GMS)</u>		

	The children have access to daily outdoor child-initiated learning times, where they use a variety of equipment and resources to build on their gross motor skills. The space provides opportunities for the children to run, hop, skip, jump, and move in a variety of ways. The large construction resources allow children to build on lifting and carrying, while using their creations to practise balancing and climbing. The trim trail further enhances children's skills in climbing, balancing, pulling themselves up and working on spatial awareness. The available sports equipment such as bats, balls, balancing stilts, skipping ropes and hoops, is ideal for children to practise throwing, kicking, catching, and rolling. This also allows opportunities for teamwork and working with a partner.					
Knowledge, skills and progression	<p>To begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>To begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>To begin to combine different movements with ease and fluency.</p> <p>To begin to use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To begin to develop overall body-strength, balance, co-ordination and agility.</p> <p>To begin to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To begin to develop the skills needed to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>To continue to progress towards a more fluent style of moving, with developing control and grace.</p> <p>To continue to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>To continue to combine different movements with ease and fluency.</p> <p>To begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To continue to develop overall body-strength, balance, co-ordination and agility.</p> <p>To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To continue to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To continue to further develop the skills needed to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>To continue to develop a more fluent style of moving, with developing control and grace.</p> <p>To use overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>To combine different movements with ease and fluency.</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To demonstrate overall body-strength, balance, co-ordination and agility.</p> <p>To demonstrate and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To demonstrate confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To demonstrate the skills needed to manage the school day successfully: - lining up and queuing - mealtimes</p>			
	<u>Physical Education</u>					
	In addition to the opportunities in the provision, children take part in one adult directed PE lesson per week with RTFC and the school follow the Complete PE scheme.					
PE Theme						
Key skills and progression	<u>Dinosaur Dance</u> Learning Intentions:	<u>Dance Ourselves</u> Learning Intentions:	<u>Ball Skills Hands</u> Learning Intentions:	<u>Dance Nursery Rhymes</u>	<u>Jumping</u> Learning Intentions:	<u>Attack and Defence</u> Learning Intentions:

	<p>Exploring movements as 'big' dinosaurs: Moving with control.</p> <p>Exploring movements as 'small' dinosaurs. Adding movements together.</p> <p>Predators and prey: Responding to rhythm in character.</p> <p>Predators and Prey. Adding expression to our characters.</p> <p>Developing our dinosaur movements. Performing with a partner.</p> <p>Partner work. Exploring relationships.</p> <p><u>Vocabulary:</u> Movement, Big, Small, Predator, Prey, Dance, Dinosaur, Emotion, Character, Relationship, Expression</p>	<p>Ourselves: Moving in sequence.</p> <p>Ourselves: Responding in movement to words and music.</p> <p>Ourselves: Moving with props and contrasting tempos.</p> <p>Ourselves: Creating their own movements.</p> <p>Ourselves: Exploring opposites and creating simple movement sequences.</p> <p>Ourselves: Working with a partner exploring character movements.</p> <p><u>Vocabulary:</u> Movements, Travelling, Respond, Opposites, Creeping, Tiptoeing, Hiding, Ideas, Create, Body parts</p>	<p>Explore throwing</p> <p>Explore throwing (underarm)</p> <p>Explore throwing (overarm)</p> <p>Explore rolling</p> <p>Explore stopping a ball (small ball)</p> <p>Explore catching</p> <p><u>Vocabulary:</u> Aim, Throw, Distance, target, Rolling, Stopping, Catch</p>	<p>Learning Intentions:</p> <p>Humpty Dumpty: Moving in sequence</p> <p>Jack and Jill: Creating our own movements</p> <p>Hickory, dickory, dock: Creating simple movement to words and music</p> <p>Three little pigs: Exploring contrasting tempos</p> <p>Little Miss Muffet: Working with a partner exploring character movements</p> <p><u>Vocabulary:</u> Movements, Sequence, Nursery rhyme, Character, Dance, Slow, Fast, Speed, Travelling</p>	<p>Explore jumping</p> <p>Develop jumping</p> <p>Apply jumping into a game</p> <p>Jumping for distance</p> <p>Explore jumping high</p> <p>Explore hopping</p> <p><u>Vocabulary:</u> Jumping. Levels. Games. Distance. Heights. Speed. Hopping. Directions</p>	<p>Taking turns</p> <p>Keeping score</p> <p>Understanding rules: Playing by the rules</p> <p>Avoiding a defender (Shark)</p> <p>Preventing an attacker from scoring: Tagging an attacker (Fish)</p> <p>Consolidate learning: Applying our understanding of attacking and defending into a game.</p> <p><u>Vocabulary:</u> Turn taking. Score. Tagged. Attack. Defence. Game</p>
<p>Delivered Through</p>	<ul style="list-style-type: none"> • Weekly Forest School • 2 x Weekly PE • Yoga • Daily Continuous provision • Daily Funky fingers • Daily dough Disco • Squiggle whilst you wriggle 					

Personal, Social & Emotional Development (Prime Area of learning)	STATUTORY 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					
	The school as a whole follows the Jigsaw PSHRE curriculum, as outlined below. In addition, PSED skills are developed through children’s interactions with adults and peers during child initiated learning time. This prime area is split further into 3 further areas: <i>Self-regulation, managing self and building relationships.</i>					
	<u>INTENT</u>					
Children will be able to:						
Self-regulation						
<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses. • Give focussed attention to what adults say, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. 						
Managing self						
<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 						
Building relationships						
<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and other’s needs. 						
BEING ME IN MY WORLD – (Self-Regulation) <ul style="list-style-type: none"> • Classroom routines and expectations • Belonging • Who ..me? • How am I feeling today? • Being at school • Gentle hands • Our rights – classroom charter • Our responsibilities 	CELEBRATING DIFFERENCE – <ul style="list-style-type: none"> • Identify something I am good at and understand that everyone is good at different things. • To understand that being different makes us all special. • know we are all different but the same in some ways. • To be able to say why I think 	DREAMS AND GOALS- (Managing Self) <ul style="list-style-type: none"> • Challenge • Never giving up • Setting a goal • Obstacles and support • Flight to the future • Footprint awards 	HEALTHY ME- (Managing Self) <ul style="list-style-type: none"> • Everybody’s body • We like to move it, move it • Food glorious food • Sweet dreams • Keeping clean • Safe adults 	RELATIONSHIPS- (Building relationships) <ul style="list-style-type: none"> • My family and me • Make friends part 1 • Make friends part 2 • Falling out and bullying part 1 • Falling out and bullying part 2 • Being the best friends that we can be 	CHANGING ME – (Managing self and Self regulation) <ul style="list-style-type: none"> • My body • Respecting my body • Growing up • Fun and fears part 1 • Fun and fears part 2 • Celebration 	

		<p>my home is special to me.</p> <ul style="list-style-type: none"> To tell you how to be a kind friend. To know which words to use to stand up for myself when someone says or does something unkind 				
Knowledge and key skills	<p>To understand how it feels to belong and that we are similar and different.</p> <p>To start to recognise and manage my feelings</p> <p>To work together with others and consider other people's feelings.</p> <p>I understand why it is good to be kind and use gentle hands.</p> <p>To start to understand children's rights and this means we should all be allowed to learn and play.</p> <p>To learn what being responsible means and our responsibility to our class family.</p>	<p>To identify something I am good at and understand that everyone is good at different things.</p> <p>To understand that being different makes us all special.</p> <p>To know we are all different but the same in some ways.</p> <p>To say why my home is special to me.</p> <p>To be able to say or show how to be a kind friend.</p> <p>To know which words to use to stand up for myself when someone says or does something unkind.</p> <p>To understand the core golden rules of our Layston School family.</p>	<p>To understand that if I persevere I can tackle challenges.</p> <p>To tell you about a time I didn't give up until I achieved my goal.</p> <p>To set a goal and work towards it.</p> <p>To use kind words to encourage people.</p> <p>To understand the link between what I learn now and the jobs I might like to do when I am older.</p> <p>To say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>To work together to overcome challenges</p> <p>To develop an understanding the importance of perseverance in the face of challenge.</p>	<p>To understand that I need to exercise to keep my body healthy.</p> <p>To understand how moving and resting are good for my body.</p> <p>To know what the word 'healthy' means and that some foods are healthier than others.</p> <p>To know how to help myself go to sleep and understand why sleep is good for me.</p> <p>To know that I must wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>To know who my safe adults are and how to stay safe if they are not close by me.</p>	<p>To identify some of the jobs I do in my family.</p> <p>To understand how to make friends to stop myself from feeling lonely.</p> <p>To be able to think of ways to solve problems and stay friends.</p> <p>To start to understand the impact of unkind words.</p> <p>To use Calm Me Time strategies to manage my feelings.</p> <p>To know how to be a good friend.</p>	<p>To name parts of the body.</p> <p>To say / show that some of the things I can do and foods I can eat to be healthy.</p> <p>To understand that we all grow from babies to adults.</p> <p>To express how I feel about moving to Year 1.</p> <p>To talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>To share my memories of the best bits of this year in Reception.</p>

Literacy (Specific area of Learning)	<p>STATUTORY 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)</p> <p>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. Children in reception have the opportunity to develop these skills as adults and continuously talking with children about the world around them and the books (stories and non-fiction) they read with them. They also have numerous opportunities to enjoy rhymes, poems and songs together.</p> <p>Children develop skilled word reading through the teaching of phonics. This involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children in Reception have daily opportunities to write both in the provision and through adult led literacy activities. We teach children in Reception to read and write using the sound progression of the Read Write Inc. phonics programme, which is followed throughout Reception and Key Stage 1. The expected progression in knowledge is outlined below. The programme enables children to develop the key Literacy skills shown underneath.</p> <p>In addition, Literacy skills are developed through children's curiosities and interests, and interaction with our enabling environment, with support from adults during child-initiated learning time.</p>		
	<u>INTENT</u>		
The Poetry Basket	Poems to learn by heart linked to <ul style="list-style-type: none"> • All about me • Emotions 	Poems to learn by heart linked to <ul style="list-style-type: none"> • Space • Weather and the Natural World 	Poems to learn by heart linked to <ul style="list-style-type: none"> • Dinosaurs • Insects and mini-beasts. • The seaside
Helicopter Stories	Oral retelling and acting out stories to support language development.		

<p><u>Knowledge and key skills - Comprehension</u></p>	<p>To begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>To begin to re-read books or parts of books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To begin to answer questions about what they have read.</p> <p>To begin to anticipate/predict – where appropriate – key events in stories.</p> <p>To begin to use picture clues to make basic inferences.</p> <p>To begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To begin to ask questions about what they have read with support.</p> <p>To begin to talk about and compare traditional tales and nursery rhymes making links to their own experiences. To begin to ask questions when things do not make sense.</p> <p>To begin to decide whether they like or dislike a story and why.</p>	<p>To continue to develop, use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>To continue to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To continue to answer questions about what they have read.</p> <p>To continue to anticipate/predict – where appropriate – key events in stories.</p> <p>To continue to use picture clues to make basic inferences.</p> <p>To continue to demonstrate understanding of what has been read to them by retelling stories and narratives in more detail using their own words and recently introduced vocabulary.</p> <p>To continue to ask questions about what they have read sometimes using prompts or support.</p> <p>To talk about and compare traditional tales and nursery rhymes making links to their own experiences.</p> <p>To continue to ask questions when things do not make sense.</p> <p>To decide whether they like or dislike a story and to begin to explain why.</p>	<p>To use and understand recently introduced vocabulary more confidently during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>To confidently re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To confidently answer questions about what they have read.</p> <p>To confidently anticipate/predict – where appropriate – key events in stories.</p> <p>To confidently make basic inferences using picture clues.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives in detail using their own words and recently introduced vocabulary.</p> <p>To ask appropriate questions about what they have read with minimal prompts or support.</p> <p>To talk about and compare traditional tales and nursery rhymes making links to their own experiences using the vocabulary ‘same’ and ‘different’. To confidently ask questions when things do not make sense.</p> <p>To confidently explain whether they like or dislike a story and why.</p>
<p><u>Knowledge and key skills - word reading (phonics)</u></p>	<p>Phase 1 Phonics:</p> <p>Read Write Inc. Set 1 single sounds - m a s d t i n p g o c k u b f e l h r j v y w z x Red words – I, put, the, no, go</p>	<p>Read Write Inc.</p> <p>Set 1 special friends (consonant digraphs), and some Set 2 special friends (vowel digraphs). - sh th ch qu ng nk ck - ay ee igh ow (as in blow) oo (as in zoo) Red words – linked to the reading book</p>	<p>Read Write Inc.</p> <p>Remaining Set 2 vowel digraphs/trigraphs. Blending for reading (Fred-talk) – words with all Set 1 and 2 sounds - oo (as in look) ar or air ir ou (as in out) oy Red words – linked to the reading book</p>
	<p>To begin to read individual letters by saying the sounds for them.</p>	<p>To read an increasing number of individual letters by saying the sounds for them.</p>	<p>To read individual letters by saying the sounds for them.</p>

	<p>To begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To begin to read some letter groups that each represent one sound and say sounds for them.</p> <p>To begin to read a few common exception (tricky) words matched to the RWI phonic programme.</p> <p>To begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To begin to re-read books with support to build up confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>To blend an increasing number of sounds into words, so that they can read short words made up of known letter-sound correspondences, using 'Fred talk and moving to 'Fred in your head.'</p> <p>To read an increasing amount of letter groups that each represent one sound and say sounds for them.</p> <p>To read an increasing number of common exception (tricky) words matched to the RWI phonic programme.</p> <p>To read an increasing number of simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To re-read books with sometimes with support to build up confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences, using 'Fred talk and moving to 'Fred in your head.'</p> <p>To read letter groups that each represent one sound and say sounds for them.</p> <p>To read common exception (tricky) words matched to the RWI phonic programme.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To re-read books more independently to build up confidence in word reading, their fluency and their understanding and enjoyment</p>
<p>Knowledge and skills - Writing</p>	<p>To begin to carry out mark making activities in a range of ways to develop pencil grip.</p> <p>To begin to copy write own name/s.</p> <p>To learn letter formations (air writing and writing letters using various mediums)</p> <p>To begin to form some lower-case and capital letters correctly.</p> <p>To begin to spell some CVC words by identifying the sounds and then writing the sound with letter/s.</p> <p>To begin to write some learnt tricky words.</p> <p>To begin to write short captions and/or sentences with words with known letter-sound correspondences.</p> <p>To begin to re-read words they have written with support to check that it makes sense.</p>	<p>To continue to carry out mark making activities in a range of ways to develop pencil grip.</p> <p>To write own name/s sometimes with support.</p> <p>To continue to develop letter formation (air writing and writing letters using various mediums)</p> <p>To continue to develop forming more lower-case and capital letters correctly.</p> <p>To become more confident to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write some learnt tricky words in captions and/or sentences.</p> <p>To continue to write short sentences and/or captions more independently with words with known letter-sounds correspondences using a capital letter and full stop.</p> <p>To practise re-reading what they have written to check that it makes sense.</p>	<p>To continue to carry out mark making activities in a range of ways to develop pencil grip.</p> <p>To write own name/s sometimes with support.</p> <p>To continue to develop letter formation (air writing and writing letters using various mediums)</p> <p>To continue to develop forming more lower-case and capital letters correctly.</p> <p>To become more confident to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write some learnt tricky words in captions and/or sentences.</p> <p>To continue to write short sentences and/or captions more independently with words with known letter-sounds correspondences using a capital letter and full stop.</p> <p>To practise re-reading what they have written to check that it makes sense.</p>

<p>Mathematics (Specific area of learning)</p>	<p>STATUTORY 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</p>		
	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. In Reception children are given the skills to be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding through manipulatives resources such as tens frames for organising counting. Children in Reception will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, we include a range of opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We believe it is important for children to develop a positive attitude and interest 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. We teach maths to Reception children using the White Rose Maths scheme of learning, which is followed throughout the school. We also enhance this with NRICH problem solving activities throughout the school. The expected progression in knowledge is outlined below. Together, these enable children to develop the key Maths skills shown underneath. In addition, Maths skills are developed through children's curiosities and interests, and interaction with our enabling environment, with support from adults during child initiated learning time.</p>		
	<p>INTENT</p>		
	<p>Children will be able to:</p> <p>Number Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		
	<p>White Rose: Settling in – class routines, times of day, timetable, where do things live?</p> <ol style="list-style-type: none"> 1. Match and sort and compare. 2. Talk about measure and pattern. 3. It's me – 1,2,3 4. Circles and triangles 5. 1,2,3,4,5 6. Shapes with 4 sides. <p>NRICH: Number – Hidden Jewels (subitising to 3) Shape and measure – Shapes in the bag (2D shapes)</p>	<p>White Rose:</p> <ol style="list-style-type: none"> 1. Alive in 5 2. Mass and capacity. 3. Growing 6, 7, and 8. 4. Length, height and time. 5. Building 9 and 10. 6. Exploring 3D shapes <p>NRICH: Number and place – Number talks (composition), The voting station (counting, comparison), Counting collections (recording) Shape and measure – making patterns, water (capacity)</p>	<p>White Rose:</p> <ol style="list-style-type: none"> 1. To 20 and beyond. 2. How many now? 3. Manipulate, Compose and Decompose 4. Sharing and grouping. 5. Visualise, build, and map. 6. Make connections. <p>NRICH: Number – number story time (sharing out treasure) The box game (addition and subtraction) Shape and measure – making caterpillars (length, width, non-standard measures)</p>

KNOWLEDGE AND KEY SKILLS	Routines of the day <ul style="list-style-type: none"> • Self-registration • Diary of the day – what is happening during the day. • Tidy-up time - Sorting and matching resources 		
	<p><u>Block 1: Match, sort and compare.</u></p> <ol style="list-style-type: none"> 1. Match objects 2. Match pictures and objects 3. Identify a set. 4. Sort objects to a type 5. Explore sorting techniques. 6. Create sorting rules. 7. Compare amounts. <p><u>Block 2: Talk about measure and pattern.</u></p> <ol style="list-style-type: none"> 1. Compare size. 2. Compare mass. 3. Compare capacity. 4. Explore simple patterns. 5. Copy and continue simple patterns. 6. Create simple patterns. <p><u>Block 3: It's me – 1,2,3.</u></p> <ol style="list-style-type: none"> 1. Find 1,2 and 3. 2. Subitize 1,2,3. 3. Represent 1,2,3 4. 1 more, 1 less 5. Composition of 1,2, and 3. <p><u>Block 4: Circles and triangles.</u></p> <ol style="list-style-type: none"> 1. Identify and name circles and triangles. 2. Compare circles and triangles. 3. Shapes in the environment. 4. Describe position. <p><u>Block 5: 1,2,3,4,5</u></p> <ol style="list-style-type: none"> 1. Find 4 and 5 2. Subitize 4 and 5. 3. Represent 4 and 5. 4. 1 more 5. 1 less 6. Composition of 4 and 5 7. Composition of 1-5 <p><u>Block 6: Shapes with 4 sides</u></p> <ol style="list-style-type: none"> 1. Identify and name shapes with 4 sides. 2. Combine shapes with 4 sides. 3. Shapes in the environment. 4. My day and night. 	<p><u>Block 1: Alive in 5</u></p> <ol style="list-style-type: none"> 1. Introduce 0. 2. Find 0 to 5. 3. Subitize 0 to 5. 4. Represent 0 to 5. <p><u>Block 2: Mass and Capacity.</u></p> <ol style="list-style-type: none"> 1. Compare mass. 2. Find a balance. 3. Explore capacity. 4. Compare capacity. <p><u>Block 3: Growing 6,7,8</u></p> <ol style="list-style-type: none"> 1. Find 6,7 and 8 2. Represent 6,7,8. 3. 1 more. <p><u>Block 4: Length, height and time.</u></p> <ol style="list-style-type: none"> 1. Explore length. 2. Compare length. 3. Explore height. 4. Compare height. <p><u>Block 5: Building 9 and 10</u></p> <ol style="list-style-type: none"> 1. Finding 9 and 10. 2. Compare numbers to 10. 3. Represent 9 and 10. 4. Conceptual subitizing to 10. <p><u>Block 6: Exploring 3D shapes</u></p> <ol style="list-style-type: none"> 1. Recognise and name 3d shapes. 2. Find 2D shapes within 3D shapes. 3. Use 3D shapes for tasks 	<p><u>Block 1: To 20 and beyond.</u></p> <ol style="list-style-type: none"> 1. Build numbers beyond 10 (10-13) 2. Continue patterns beyond 10 (10-13) 3. Build numbers beyond 10 (14-20) 4. Continue patterns beyond 10 (14-20). <p><u>Block 2: How many now?</u></p> <ol style="list-style-type: none"> 1. Add more. 2. How many did I add? 3. Take away. 4. How many did I take away? <p><u>Block 3: Manipulate, compose and decompose.</u></p> <ol style="list-style-type: none"> 1. Select shapes for a purpose. 2. Rotate shapes. 3. Manipulate shapes. 4. Explain shape arrangements. <p><u>Block 4: Sharing and grouping.</u></p> <ol style="list-style-type: none"> 1. Explore sharing. 2. Sharing. 3. Explore grouping. 4. Grouping. <p><u>Block 5: Visualise, build and map.</u></p> <ol style="list-style-type: none"> 1. Identify units of repeating patterns 2. Create own pattern rules. 3. Explore own pattern rules. <p><u>Block 6: Making Connections</u></p> <ol style="list-style-type: none"> 1. Deepening understanding 2. Patterns and relationships.

Understanding the World	<p>STATUTORY 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</p>					
	<p>Understanding the world involves guiding children to make sense of their physical world and their community. It is split into three areas: Past and Present, People Culture and Communities and The Natural World. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them therefore we try to arrange enrichment opportunities such as visiting parks, libraries and museums and meeting members of society such as police officers, nurses and firefighters. In addition, children listen to a broad selection of stories, non-fiction, rhymes and poems to 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.</p> <p>Throughout the year, the children will have opportunities to develop their understanding of the world through a range of individual, small group and whole class activities – these include through core story and carpet times, Forest School, visitors and trips and focused small group activities such as cooking. Some of these will be planned, such as focusing on the changing seasons, looking at celebrations, and our key experiences, and some will arise from children’s fascinations. We also teach RE each week, following an agreed school curriculum.</p> <p>In addition, knowledge of the world is developed through children’s curiosities and interests during child-initiated learning time, opportunities for them to interact with resources in a carefully planned environment, and interactions with adults and peers.</p>					
	<u>INTENT</u>					
	<p>Children will be able to:</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
UtW Key themes	Our families, Harvest, Autumn	Seasonal changes, Fireworks, Diwali, Christmas,	Travelling in space and the planets Exploring our senses, Different homes Polar regions, animals and global warming	Planet Earth Map work Countries and people Spring and seasonal change	Oceans and sea creatures Land of the dinosaurs and fossils and bones	Seasonal change – Summer Mini-beasts and bugs Flowers Animals
Knowledge and progression of skills:	To know about my own life-story.	To know about figures from the past and to look at the way they lived and begin to	To explore photos and artefacts from the past.	To know about people from the past drawing on experiences read about in books.	To know that things lived a long time ago before people were on the planet.	To know that some animals from the past are extinct and to begin to understand why.
Past and Present	To know how I have changed.		To observe the similarities and			

	To look at the similarities and differences in family photos from the past and the present.	compare this to the present day. To begin to understand the past through settings, characters and events encountered in fiction and non-fiction books To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.	differences between homes of the past and present. To understand that people from the past have had an effect on the present day	To compare and contrast characters from stories, including figures from the past. To use knowledge of travel to imagine their own journey. To use images and stories from the past to explore the lives of others.	Look at and organise events using basic chronology. To discuss the similarities and differences between things in the past and those alive today. To know that fossils are the remains of plants and animals that lived long ago.	To notice the similarities and differences between Summer holidays and activities now and in the past.
People and Communities	To talk about members of their immediate family and community. To know everyone is special for different reasons. To know that we are unique because we all have different special things that we do. Show an awareness of the similarities and differences between people in different communities	To explain religious festivals and celebrations and to identify some similarities and differences. To recognise that people have different beliefs and celebrate special times in different ways. To understand that some places are special to members of their community. To understand the functions of a library and why it is important.	Show an awareness of the similarities and differences between people around the world (Homes and Houses) To explore and describe ways to look after their immediate environment and why it is important. To know that earth is the planet we live on and that it is part of the solar system. To know that people have travelled to space.	Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. Name and talk about human-made and natural features in the local environment, including shops, houses, streets and parks. To talk about people they are familiar with within their community. To draw information from a simple map. To create and describe a simple map.	To begin to notice and talk about the different places around the world, including oceans and seas. To identify different places on a globe/map. To know that an atlas is a book of maps.	To describe how the weather, plants and animals of one place are different to another using simple geographical terms.
The Natural World	To ask questions about the natural environment.	Understand why some animals hibernate. Explore changing states of matter like freezing	To begin to understand that some environments are different to where I live (Earth and Space)	To observe and record changes that happen in spring.	To explore the sea and ocean and understand that it is a habitat.	Explore the world of minibeasts making observations and drawings.

	<p>To talk about what they have found from photographs.</p> <p>Talk about objects they have collected as part of an Autumn walk making simple observations of the natural world.</p> <p>To know and recognise some of the changes that happen in Autumn.</p> <p>To use their senses to describe the natural world on a Autumn walk.</p>	<p>and melting water and understand how this happens.</p> <p>To make observations of changes that happen in Winter.</p>	<p>(Homes around the world)</p> <p>To use senses to describe and compare objects.</p> <p>To describe materials and talk about their similarities and differences.</p>	<p>To begin to understand and explain the life cycle process.</p> <p>To create a drawing explaining a life cycle and talk about the stages.</p> <p>To recognise that some environments are different from where they live.</p> <p>To plant a seed and learn what it needs to grow into a plant.</p> <p>To name and describe some plants and animals and recognise some of these whilst outside.</p> <p>To know how to care for growing plants.</p>	<p>To understand and express through drawing the similarities and differences between the Summer and the other seasons.</p> <p>Understand how to look after habitats and how some things can be harmful (Sustainability)</p>	<p>To understand what is same and different about minibeast habitats.</p> <p>To know and describe some similarities and differences between different flowers.</p> <p>To make observations of flowers, draw and describe these.</p>
Key vocabulary	<p>Family Mummy Daddy Brother Sister Pet Step Dad/Mum Uncle Auntie Cousin Godparents Great auntie/ uncle/ grandparents, Friends Community Past Present Future, Career Vocation Adult Baby Child Public Servants (Doctor, Nurse, Teacher, Police, Officer, Fire Fighter, Paramedic) Cleaner Vet Shop Keeper Harvest festival, different fruits and vegetables, crop, combine harvester, scarecrow Christianity Christian Church Bible, long ago Countries that celebrate, google earth, India, Diwali, Rangoli, Mendhi Senses – sight, hearing, touch, taste, smell, Seasons – Autumn, winter weather words Days of the week</p>	<p>Google Earth, Antarctica, Artic, David Attenborough, Senses, - touch, taste, smell, hearing, sight comparisons Materials – wood, plastic, metal, glass, natural, magnetic, strong, soft, bendy, twist, sand, paper, wool, smooth, rough,</p> <p>Seasons – winter – weather words First Moon landing Neil Armstrong, Tim Peake</p>	<p>Planet earth, environment, map, directions, human and physical features Local environment, manmade, natural, directional language Seeds, plant, roots, stem, rainwater, leaves, lifecycle</p> <p>Seasons – Spring, weather words</p> <p>Blossom, buds, trees</p>	<p>Meteorite, climate change, plastic, manmade, pollution, habitats, environments Palaeontology, fossils, extinction. Triassic period, Jurassic period, Cretaceous period</p>	<p>Environmental changes, habitats Metamorphosis, life cycle, change over time, egg, pupa, cocoon, caterpillar, chrysalis, butterfly, frog spawn, tadpole, froglet, frog,</p>	
	Technology is undertaken throughout the year					

Technology / computing	To turn on an iPad on and use a touchscreen E-safety – To turn over an iPad or close a Chrome book and tell an adult if I see something that worries me To create digital art and use the undo function if I make a mistake	To take a photo on an iPad with support To use directional language to instruct someone through a maze (Barefoot computing – Leaf labyrinth activity)	To use directional language to instruct and follow instructions from others Barefoot computing – Space Chase activity To record a short video on an iPad with support.	To use directional language with a programmable toy To use a keyboard with support To use a touch pad to control a cursor	To record an audio on an iPad To follow instructions (an algorithm) for a simple set of movements (using picture cards)	
Vocabulary	Touchscreen e-safety / online safety undo	iPad, photo Forwards, backwards, turn left, turn right, start, stop	Forwards, backwards, turn left, turn right, start, stop video	Keyboard Mouse, touchpad, cursor	Audio Forwards, backwards, turn left, turn right, start, stop	
Knowledge and skills progression	To use technology safely and responsibly. To recognise acceptable and unacceptable behaviour. To identify where to go for help and support when they have concerns. To know that you can take simple photographs with a camera or iPad. To know that you must hold the camera still and ensure the subject is in the shot to take a photo	To know that different types of technology can be found at home and in school. To be able to understand what a computer keyboard is and recognising some letters and numbers. To know that a mouse can be used to click, drag and create simple drawings. To know that to use a computer you need to log in to it and then log out at the end of your session	To begin to know that being able to follow and give simple instructions is important in computing. To begin to understand that it is important for instructions to be in the right order. To begin to understand why a set of instructions may have gone wrong.	To use the QR code to login. To type their name To use the keyboard to write simple sentence	To know that being able to follow and give simple instructions is important in computing. To understand that it is important for instructions to be in the right order. To understand why a set of instructions may have gone wrong	To know that sorting objects into various categories can help you locate information. To know that using yes/no questions to find an answer is a branching database.
RE	<p>In addition to the curriculum for people place and communities, the children in Reception are also taught adult directed RE lessons. The lessons and activities in this programme cover several areas of the curriculum including Communication and Language, PSED and Understanding of the World. These have been added to the specific area of learning rather than duplicating here.</p> <p>Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the</p>					

	world. Through the questions below the children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will begin to know about their own cultures and beliefs and those of other people. They explore, observe and find out about places and objects that matter in different cultures and beliefs.					
	<p><u>Understanding Christianity</u> <u>Autumn 1</u> <u>GOD/CREATION</u> Festivals, people and communities <i>Who is God? God as creator.</i> <i>Harvest festival and saying thank you to God.</i> <i>God's name is special.</i></p> <p>Exploring places, dress, food and music <i>Harvest festival, visiting church, nativity & Christmas celebrations</i></p> <p><u>Autumn 2</u> <u>INCARNATION</u> Jesus' birth story Nativity</p> <p>UC link F.2 Why do Christians perform nativity plays at Christmas? (Digging Deeper) Consider your cohort – what other faiths and world view are represented in your class that can be discussed.</p>		<p><u>Understanding Christianity</u> <u>Spring 1</u> <u>EXPLORING RITES OF PASSAGE</u></p> <p>Exploring wedding ceremonies Exploring christenings - belonging</p> <p>Creation, awe and wonder of the natural world</p> <p><u>Spring 2</u> <u>SALVATION</u></p> <p>Remembering Jesus at Easter</p> <p>UC link F.3 Why do Christians put a cross in an Easter garden? (Digging Deeper)</p> <p>Consider your cohort – what other faiths and world view are represented in your class that can be discussed.</p>		<p><u>Summer 1</u></p> <p>Responsibility <i>Prayer, worship and reflection</i></p> <p>Treating the world fairly – taking responsibility <i>Justice and fairness</i> <i>Human responsibility and values</i></p> <p><u>Summer 2</u></p> <p>God and other big questions Ultimate questions</p> <p>UC link F.1 Why is the word 'God' so important to Christians? (Digging Deeper)</p> <p>Consider your cohort – what other faiths and world view are represented in your class that can be discussed.</p>	
PSHE links	feelings & belonging, friendship		feelings & belonging, expressing our needs/wants, taking risks in Forest School		Feelings, fair & unfair, how I have grown	
Values	<p>CW Values – autumn 1 Year A – koinonia/community Year B – creation & stewardship</p>	<p>CW Values – autumn 2 Year A – friendship/self-sacrifice Year B – peace & justice</p>	<p>CW Values- spring 1 Year A – courage, endurance, resilience Year B - wisdom</p>	<p>CW Values – spring 2 Year A - thankfulness Year B - reverence</p>	<p>CW Values – summer 1 Year A – agape/love Year B – compassion & forgiveness</p>	<p>CW Values – summer 2 Year A - trust Year B - hope</p>
EYFS YR RE CURRICULUM MAP – Understanding the World						
<p>ELG: 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; ELG: 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>In EYFS children: Learn about and celebrate a range of festivals and celebrations from around the world, for example Christmas, Easter, Chinese New Year, Eid, Diwali – these may change or be added to depending on the children in FS, as we try to celebrate the festivals that the children in the class will celebrate at home; Look at what makes us the same and different to others; Learn about different feelings and talk about how they are feeling how others are feeling and what we can do to make others feel good; Develop compassion for others through a caring and supportive environment.</i></p>						
<p>Understanding Text: Theology – God - Beliefs & Practices, Sources of Wisdom, Symbols & Actions, Prayer, Worship & Reflection, Identity & Belonging Connection: Philosophy – Identity - Sources of Wisdom, Human Responsibility & Values, Justice & Fairness, Ultimate Questions Impact: Sociology – Community - Beliefs & Practices, Symbols & Actions, Prayer, Worship & Reflection, Identity & Belonging, Human Responsibility & Values</p>						
Knowledge and skills	<u>Understanding the world</u>					

To talk about members of their immediate family and community.
To name and describe people who are familiar to them
To comment on images of familiar situations in the past.
To compare and contrast characters from stories, including figures from the past.
To understand that some places are special to members of their community.
To recognise that people have different beliefs and celebrate special times in different ways.
To understand the effect of changing seasons on the natural world around them.

Communication and Language

To understand how to listen carefully and why listening is important.
To learn new vocabulary
To ask questions to find out more and to check they understand what has been said to them.
To describe events in some detail.
To use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
To engage in story times.
To listen to and talk about stories to build familiarity and understanding.
To retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Personal, Social and Emotional Development

To build constructive and respectful relationships.
To express their feelings and consider the feelings of others.
To identify and moderate their own feelings socially and emotionally
To think about the perspectives of others.

Expressive Art & Design	<p>STATUTORY 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.</p>					
	<p>This area is further split into two further areas: being imaginative and expressive and creating with materials. As well as providing opportunities for expressive arts and design through our environment we also teach music and art separately during adult directed lessons. The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children in reception 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.</p> <p>Throughout the year, the children will have opportunities to develop their EAD skills through a range of individual, small group and whole class activities – these include Music sessions, guided role play based on core texts, core songs and rhyme times, and opportunities to look at specific artists and their styles, as well as explore specific techniques. Below are key experiences and knowledge children will gain through adult-led activities.</p> <p>In addition, EAD skills are developed through children’s curiosities and interests during child- initiated learning time and interactions with a well-resourced environment, adults and peers.</p>					
	<u>INTENT</u>					
	<p>Children will be able to:</p> <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p><u>Creating with Materials</u></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. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories 					
Music	Marvellous Me Body percussion Harvest	Celebrations The first Christmas Exploring pitch and singing	Stories Three Bears Chinese new year Selecting musical instruments	Animals and Pets Exploring graphic notation and symbols Easter	Growth – lifecycles and change Exploring rhythm and pulse	Our environment Descriptive sounds
Key Vocabulary	Retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo, Rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, instrument, sound					
Knowledge and skills	<p>To sing a few familiar songs, To imitate movement in response to music, To tap out simple repeated rhythms, To explore and learn how sounds can be changed, To develop a preference for forms of expression, To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there, To sing to self and make up simple songs, make up rhythms, To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words, To begin to build a repertoire of songs and dances, To explore the different sounds of instruments, To create simple representations of events, people and objects, represent their own ideas, thoughts and feelings through music</p>					

Art and Design	Self portraits Observational drawing Draw a person Colour mixing	Clay – Diva Lamps Observational drawing Printing – Cards / wrapping paper Draw a person Jackson Pollack	Observational art Lunar New Year Art Winter ice art Draw a person Kandinsky -	Mother’s day cards Easter Art Draw a person Georgia O’Keefe	Aboriginal art – dot art / pointillism Draw a person George Suerrat	Father’s day cards Observational art Draw a person Vincent Van Gogh – Sunflowers Matisse – the snail Matisse’s magical trail
Focus artist:						
	<p>To learn how to use the creative workshop area effectively, including using appropriate tools and equipment.</p> <p>To learn about primary and secondary colours and how to mix effectively.</p> <p>To make shades and tints</p> <p>To print simple shapes with adult prompting for instructions.</p> <p>To push, pull and twist a range of modelling materials to affect the shape.</p> <p>To begin to talk about their ideas and explore different ways to record them.</p> <p>To experiment with mark making in an exploratory way.</p> <p>To use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Draws potato people with no body or missing arms/legs.</p> <p>Draws bodies and shapes for objects that are an appropriate size and have some features</p> <p>Draws simple shapes for other objects.</p> <p>Draws simple shapes for other objects.</p>	<p>To explore different ways to use paint and a range of media according to their interests and ideas.</p> <p>To create cool and warm pictures using tints and shades.</p> <p>To explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>To use different forms of ‘paint’ such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>To use mixed-media scraps to create child-led artwork with no specific outcome.</p> <p>To enjoy looking at and talking about art. Draws bodies and shapes for objects that are an appropriate size and have some features.</p> <p>Draws with detail including finer details such as fingers, ears, hair styles or items onto features.</p> <p>To talk about their artwork, stating what they feel they did well.</p>	<p>To explore paint including different application methods - pointillism.</p> <p>Draws with detail including finer details such as fingers, ears, hair styles or items onto features.</p> <p>To print very careful representations to create full pictures, without any support and add fine details. To think about the full composition of the picture and use the space.</p> <p>Draws from observation by making a careful study and then includes features</p> <p>To print clear representations to create full pictures, without any support and add details</p> <p>To enjoy looking at and talking about art</p> <p>To talk more confidently about their artwork, stating what they feel they did well.</p>			

	<p>To work on a range of materials of different textures (eg. playground, bark, clay).</p> <p>To begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p> <p>To begin to enjoy looking at and talking about art.</p> <p>To being the talk about their artwork, stating what they feel they did well.</p>			
Key vocabulary	Colour mixing, observation, pencil grip, shapes, features of face, colour and texture, mould, pinch, cut, snip, tear			
Design and Technology		Junk modelling	Fruit salad	Textiles
Key knowledge and skills	<p>To learn to use the creative workshop area.</p> <p>To use glue sticks carefully</p> <p>To use PVA glue and spreaders carefully.</p> <p>To learn to use the tape dispenser</p> <p>To begin to make verbal plans and materials for their junk models.</p>	<p>To make verbal plans and material choices to developing a junk model.</p> <p>To improve fine motor/scissor skills with a variety of materials.</p> <p>To join materials in a variety of ways (temporary and permanent).</p> <p>To join different materials together.</p> <p>To describing their junk model, and how they intend to put it together.</p> <p>To give a verbal evaluation of their own and others' junk models with adult support.</p> <p>To check to see if their model matches their plan. To consider what they would do differently if they were to do it again.</p> <p>To describe their favourite and least favourite part of their model.</p> <p>To know there are a range to different materials that can be used to make a model and that they are all slightly different.</p> <p>To make simple suggestions to fix their junk model.</p>	<p>To explore fruits and vegetables and the differences between them.</p> <p>To use adjectives to describe how fruits and vegetables look, feel, smell and taste.</p> <p>To design a rainbow salad recipe.</p> <p>To create a rainbow salad and talk about the importance of healthy eating.</p> <p>To label their design</p> <p>To talk about the importance of a healthy lifestyle.</p> <p>To reflect on their design making simple suggestions for improvement.</p>	<p>To discuss what a good design needs.</p> <p>To design a simple pattern with paper.</p> <p>To design a bookmark.</p> <p>To choose from available materials.</p> <p>To develop fine motor/cutting skills with scissors.</p> <p>To explore fine motor/threading and weaving (under, over technique) with a variety of materials.</p> <p>To use a prepared needle and wool to practise threading.</p> <p>To reflect on a finished product and comparing to their design.</p> <p>To know that a design is a way of planning our idea before we start.</p>

				To know that threading is putting one material through an object.
Key vocabulary	Join, glue, flange, slot, L-brace, tabs, fold, tie,			
	Slide, make, fix, cut, push, pull, wheels, turn, hinge	Build, construct, join, cut, bridge, balance, strong, stronger, strongest, Comparative size language, prepositional language	Healthy, wash, clean, hygiene, fruit names, snack, stir, spread, shape, spoon, cups, knife, bowl, knead, fabric, join, thread, needle	