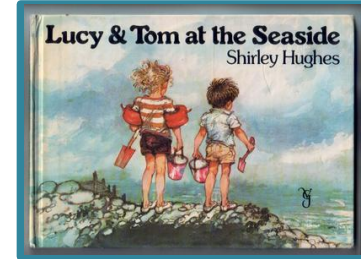
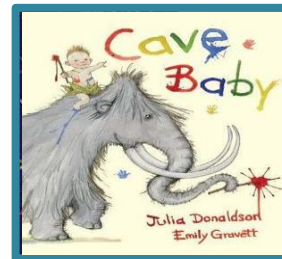
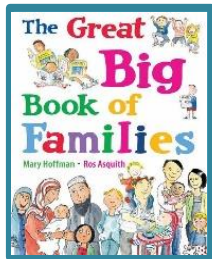


Reception Curriculum

Northenden Community School



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

EYFS: Reception 2024 to 2025

Northenden Sequenced Curriculum *EYFS Framework*

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

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

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All Kinds of Families/Emotions/Autumn	The Great Outdoors/Celebrations	Up into Space/Winter	Long, Long Ago/Spring	Our Beautiful Earth/Summer	Animals Around the World/Summer
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active Learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Overarching Principles	<p>Unique child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are not alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					

EYFS: Reception 2024 to 2025

Northenden Sequenced Curriculum *EYFS Framework*

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

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

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All Kinds of Families/Emotions	The Great Outdoors/Celebrations	Up into Space/Winter	Amazing Inventions/Spring	Our Beautiful Earth/Summer	Animals Around the World/Summer
Planning around a quality text: <i>Texts including oral storytelling, poems, songs, decodable print and non-fiction texts</i>						

<p>Linked texts</p>	<ul style="list-style-type: none"> ○ We All Have Different Families - <i>Melissa Higgins</i> ○ My Two Homes – <i>Melanie Walsh</i> ○ My Two Grandads – <i>Floella Benjamin</i> ○ Heather has Two Mummies – <i>Leslea Newman</i> ○ Zeiki Loves Daddy – <i>Floella Benjamin</i> ○ Grandma’s Saturday Soup – <i>Omas Samstagssuppe</i> ○ I Really Want to-<i>Simon Phillip</i> ○ The Best Diwali Ever 	<ul style="list-style-type: none"> ○ The Tree That’s Meant to Be – <i>Yuval Zomer</i> ○ Ferdie’s Falling Leaves - <i>Simon Phillip</i> ○ Ouch-Terry Michael ○ My World, Your World-<i>Jess Glynt</i> ○ Stanley’s Stick – <i>John Hegley</i> ○ The Littlest Christmas Tree-<i>Janie Jasin</i> ○ Hanukkah Bear-<i>Erci Kimmel</i> 	<ul style="list-style-type: none"> ○ The Thing Called Snow – <i>Yuval Zome</i> ○ Storm Whale in Winter- <i>Benji Davies</i> ○ Here We Are-<i>Oliver Jeffers</i> ○ Papa Will You Catch Me the Moon-<i>Erci Carle</i> ○ The Runaway Wok-<i>Ying Chang Compestine</i> ○ The Earth Book-<i>Jonathan Lisson</i> ○ One Snowy Night-<i>Nick Butterworth</i> 	<ul style="list-style-type: none"> ○ Little People Big Dreams– <i>Yuval Zome</i> ○ The Questioners Series; <i>Andrea Beatty</i> ○ Cave Baby-<i>Julia Donaldson</i> ○ If the Dinosaurs Came Back-<i>Bernard Most</i> ○ Storm Whale in Winter- <i>Benji Davies</i> ○ Little Sid who became Budha-<i>Thich Nhat Hanh</i> ○ Fletcher and the Springtime Blossom-<i>Julia Rawlinson</i> 	<ul style="list-style-type: none"> ○ Little People Big Dreams– <i>Yuval Zome</i> ○ Handa’s Surprise- <i>Eileen Browne</i> ○ Rooting for Me-N ○ Yucky Worms-<i>Vivian French</i> ○ Would They Love a Lion?<i>Kady MacDonald Denton</i> ○ We’re Going on a Lion Hunt-<i>David Axtell</i> ○ Don’t Let Them Disappear-<i>Chelsea Clinton</i> ○ Some Bugs-<i>Angela Diterlizzi</i> ○ Planting a Rainbow-<i>Lois Ehlert</i> 	<ul style="list-style-type: none"> ○ Hello Ocean-<i>Pam Mufoz</i> ○ And Tango Makes Three- ○ Seaside Holiday Then and Now-<i>Clare Hibbert</i> ○ The Wide, Wide Sea-<i>Anna Wilmott</i> ○ Someone Swallowed Stanley-<i>Sarah Ruffries</i> ○ Sally and the Limpet-<i>Simon James</i> ○ Sea Glass Summer-<i>Michelle Hout</i> ○ The Lighthouse Keeper’s Lunch-<i>David Armitage</i> ○ The Big Book of Blue- <i>Yuval Zommer</i> ○ Grandma Byrd-<i>Benji Davies</i>
<p>Progression in Learning:</p>	<p>Show interest in pictures of themselves and family members</p> <p>Begin to make sense of their own life story and family’s history</p> <p>Develop an awareness of who is in their family</p> <p>Develop an awareness of extended family/celebrations and different kinds of families</p>	<p>Look at trees and can sort leaves by shape, size and colour. Notices changes in weather.</p> <p>Describes what they can see, touch, hear and feel outside. Notices the changes between Summer and Autumn</p> <p>Understands and can describe the changes between the seasons.</p>	<p>Show interest in the difference between day and night</p> <p>Begin to make observations and can describe what they see, hear and feel at night</p> <p>Can describe some important features of space eg.moon, stars, planet earth</p>	<p>Begin to develop an awareness of characters and settings through traditional stories. Develop a sense of ‘long time ago’</p> <p>Become familiar with simple non-fiction texts about significant figures from the past</p> <p>Talk about similarities and differences about their lives and figures from the past</p>	<p>Show interest in different people and ways of life</p> <p>Recognise that different people have different beliefs and ways of life</p> <p>Can explain some similarities and differences between life in this country and other countries. Use maps for information</p>	<p>Describe what they see, hear and feel when outdoors exploring the natural world in EY.</p> <p>Talks about their observations from exploring the natural world eg.park, woods, river, seaside.</p> <p>Explores and shows awareness of contrasting environments in the natural world</p>

Trips/Visitors/ Enrichments	<p>Visitors:</p> <ul style="list-style-type: none"> ○ Grandparents/Parents- This is My Family (sharing photos/favourite memories) ○ (Diwali)-Making dough and cooking chapattis ○ School Caretaker-caring for our school ○ Recycling Monitors (reduce, recycle, reuse) ○ School Nurse (looking after our teeth) <p>Trip:</p> <ul style="list-style-type: none"> ○ Green Grocer to buy new fruits/vegetables to try 	<p>Visitors:</p> <ul style="list-style-type: none"> ○ School cook(healthy eating) ○ Child/parent show and tell-Hannukah. Slicing apples, dipping in honey and sending good wishes. <p>Trip:</p> <ul style="list-style-type: none"> ○ Seasons Walk/Parents-Kenworthy Woods ○ The Church-The Nativity ○ The Post Office-buy a stamp and post a handmade card home 	<p>Visitors:</p> <ul style="list-style-type: none"> ○ Child/parent show and tell-Lunar New Year. Slicing, mixing vegetables and noodles ○ Buddhist monk-tie a red ribbon to the wishing tree ○ RSPB-caring for birds in winter. Making bird feeders for the garden <p>Trip:</p> <ul style="list-style-type: none"> ○ The Waterside-experience a theatre show. Role play-acting out favourite stories 	<p>Visitors:</p> <ul style="list-style-type: none"> ○ Grandparent/Parent Story Time. Q&A what is the same/different when you were little? ○ Artful Playground-recreating a story to musical instruments ○ Librarian-Compiling a top 10 favourite books ○ Author Visit-Doodle along and story writing <p>Trip:</p> <ul style="list-style-type: none"> ○ Tatton Park Outdoor Story Telling ○ World Book Day ○ Seasons Walk/Parents-Kenworthy Woods 	<p>Visitors:</p> <ul style="list-style-type: none"> ○ Animals in Tuition ○ Forestry School-Building dens, tree classification-making potions using herbs and wild flowers ○ Allotment society-grow your own food <p>Trip:</p> <ul style="list-style-type: none"> ○ Walk to the local allotment-planting tomato seeds to grow at home 	<p>Visitors:</p> <ul style="list-style-type: none"> ○ Sharing family holiday photos ○ Animals in Tuition-caring and handling ○ Show and Tell-My Pet ○ Local vet <p>Trip:</p> <ul style="list-style-type: none"> ○ Blackpool Zoo-protecting animals around the world
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> ○ Birthdays ○ Black History Month ○ Harvest Festival 	<ul style="list-style-type: none"> ○ Remembrance Day ○ Children in Need ○ Diwali / Hannukah ○ Christmas 	<ul style="list-style-type: none"> ○ Lunar New Year ○ Bodhi Day ○ Tu Bishvat The 'New Year of Trees' in the Jewish Faith ○ Holi – Hindu festival of colour 	<ul style="list-style-type: none"> ○ Easter ○ Ramadan ○ Science Week ○ International Women's Day ○ World Book Day 	<ul style="list-style-type: none"> ○ Earth Day ○ Eid ○ Gardening Week 	<ul style="list-style-type: none"> ○ Transition to Reception ○ Sports Day

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

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters/Birth to Five Matters](#)

Listening, Attention and Understanding

- I know how to show attentive listening skills at input times e.g. during Phonics, and I am quick to act on instructions.
- I know how to listen carefully to rhymes and songs, playing attention to how they sound.
- I know how to join in with whole class activities and concentrate for the duration e.g. story time.
- I know how to follow a routine instruction e.g. coats on pegs and book bags in the box.
- I know how to learn rhymes, poems and songs.
- I know to listen carefully and understand why listening is important.
- I know to ask questions when I don’t understand instructions.

Speaking

- I know how to engage in story times, developing my vocabulary.
- I know how to use new vocabulary in different contexts.
- I know how to respond to a peer’s request (e.g. can I please have that after you?) and reply.
- I know how to develop my social phrases.
- I know how to use new vocabulary linked to new learning.
- I know how to share my ideas in small group contexts.
- I know how to use new vocabulary throughout the day.
- I know how to have fun saying new words in an exaggerated manner.
- I know how to use full sentences, sometimes with encouragement, to express complete ideas.
- I know how to speak in whole class situations.

Listening, Attention and Understanding

- I know how to connect one idea or action to another using a range of connectives
- I know to ask questions when I don’t know what a word means.
- I know how to use non-fiction books to extend my knowledge of the World and illustrate a current topic.
- I know how to ask questions to find out more and to check that I understand what has been said in a variety of contexts.
- I know how to listen to and talk about stories to build familiarity and understanding.

Speaking

- I know how to conduct a simple back and forth conversation, paying attention to peer/adult and responding appropriately.
- I know how to use simple connectives in speech such as ‘and’, ‘but’
- I know how to discuss which category a word is in.
- I know how to use complete sentences in my everyday talk.
- I know how to offer small explanations that demonstrate my understanding on a topic/story.
- I know how to answer “why” questions.
- I know how to answer “how” questions.

Listening, Attention and Understanding

- I know how to listen to and talk about selected non-fiction, developing a deep familiarity with new knowledge and vocabulary.
- I know how to describe events in some detail, understanding that it is important to get things in the right order, using sequencing words.

Speaking

- I know how to use speech to organise simple activities and deal with problems/conflicts.
- I know how to use talk to help work out problems and organise my thinking and activities, and to explain how things work and why they might happen.
- I know how to articulate my ideas and thoughts in well-formed sentences.
- I know how to use recently modelled language independently, across everyday contexts and all areas of learning.
- I know how to retell a story, once I have developed a deep familiarity with the text, using some exact repetition and some of my own words.

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

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters/Birth to Five Matters](#)

Self-Regulation

- I know how to express my feelings and give simple reasons about why I feel that way.
- I know how to follow familiar, routine instructions independently.
- I know to say 'please', 'thank you' and 'excuse me' at appropriate times.
- I know how to behave appropriately in accordance with the class rules.
- I know how to follow a simple instruction as part of a group, e.g. let's go outside.
- I know how to try new activities independently, with an adult or peers.
- I know to consider the feelings of others.
- I know how to identify and name some common feelings: surprised, excited, frustrated, upset, cross, lonely, worried.
- I know how to "bounce back" quicker after upsets and with more independence.
- I know how to talk about why we take turns, wait politely, tidy up after ourselves and use manners.

Managing Self

- I know how to manage my own needs - use the toilet, wash and dry my hands.
- I know how to put on and fasten my coat independently (zip, buttons).
- I know how to undress independently for PE with help for buttons.
- I know how to put on my shoes and fasten them independently (buckles, velcro).
- I know how to talk about why it is important to wash and dry my hands thoroughly.
- I know the importance of sleep and sleep routines.

Building Relationships

- I know how to make new and different friends to form a wider friendship circle.
- I know how to build constructive and respectful relationships with staff and peers.
- I know to demonstrate friendly behaviour with new peers.
- I know to take turns with a little support from an adult, or with the systems in place.
- I know that at times my friends will want to play with others but that doesn't mean they are not my friend.

Self-Regulation

- I know strategies for staying calm even when I am frustrated.
- I know how to talk about my work and play, showing my perseverance by reflecting and self-evaluating my work.
- I know how to wait with increased patience.
- I know how to explain to an adult what has happened when I am hurt or upset using descriptive vocabulary.
- I know how to link events (in books, real life etc.) with feelings and discuss them.
- I know how to moderate my own feelings when I've experienced anger or frustration.
- I know how my actions affect other people.
- I know how to discuss the consequences of my behaviour when necessary.
- I know how to complete short activities/tasks independently for 20 minutes.
- I know how to take turns in conversation and listen to others' views.
- I know that it is ok to make mistakes, that this is an important part of learning.

Managing Self

- I know how to talk about the role of the dentist, what happens when you go and why it is important to have your teeth checked.
- I know how to talk about sensible amounts of "screen time".
- I know how to be a safe pedestrian and explain what it means to adhere to road safety rules.
- I know how to dress and undress for PE independently.
- I know how to talk about the importance of physical activity on our body and mind.

Building Relationships

- I know how to recognise when a peer is upset or cross.
- I know how to make some closer relationships and seek out these friends to initiate play.
- I know how to show kindness towards others by helping, listening and supporting them.
- I know how to join in with a group of children who are playing and listen to their viewpoints and suggestions.
- I know how to describe myself in positive terms and talk about abilities.
- I know how to show empathy in simple ways.

Self-Regulation

- I know that discussion of thoughts is key and I'm beginning to learn that my friends may not always want to play what I want but that's ok.
- I know how to recognise when my behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.
- I know how to set my own goals and achieve them.
- I know how to develop my problem solving skills, by talking through how I resolved a problem or difficulty.
- I know how to create rules and codes for behaviour within the classroom.
- I know how to explain my own knowledge and understanding, and ask appropriate questions of others.
- I know how to follow two-step instructions.
- I know how to sustain concentration for longer periods of time becoming fully engaged in activities.

Managing Self

- I know how to discuss healthy food choices and sort healthy food from less nutritional food.

Building Relationships

- I am beginning to know how to solve small conflicts, without adult support, by speaking to my peers and being assertive.
- I know how to initiate conversations and attend to and take account of what others say.
- I know how to identify and model kind behaviour to both staff and peers.
- I know how to hold back and forth conversations, listening to my peers' ideas and responding appropriately.
- I know how to show understanding of another child's perspective in discussion.

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters/Birth to Five Matters](#)

Gross Motor Skills

- I know how to move with developing control and grace.
- I know how to travel with more speed and control.
- I know how to use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- I know how to spin, rock, tilt, slide and bounce.
- I know how to balance and ride on a two-wheeled balance bike.
- I know how to run fast and stop on request.
- I know how to jump over a line.
- I know how to throw, catch and aim large balls.

Fine Motor Skills

- I know how to use a range of tools competently, safely and confidently.
- I know how to cut straight lines with scissors.
- I know how to draw circles, horizontal and vertical lines.
- I know how to use a knife and fork to cut food at lunch time.
- I know how to draw simple pictures which can be recognised.
- I know how to form all of the letters of my name correctly.
- I know how to position some letters correctly on a line.
- I know how to use a tripod grip.

Gross Motor Skills

- I know how to use physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.
- I know how to quickly change speed and direction.
- I know how to balance and engage in dance, gymnastics and sport.
- I know how to throw, catch and aim small balls.

Fine Motor Skills

- I know how to use scissors to cut out a simple shape independently.
- I know how to form recognisable letters for the full alphabet.
- I know how to write my first and second name, forming the letters correctly.

Gross Motor Skills

- I know how to balance and ride on a two-wheeled pedal bike without stabilisers.
- I know how to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Fine Motor Skills

- I know how to form all letters correctly.
- I know how to position all letters correctly on a line.

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

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

Autumn

Spring

Summer

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

Reading: Comprehension / Word Reading

- . I know how to recount a simple story.
- . I know how to answer why questions.
- . I know how to recognise labels in my classroom environment.
- . I know how to talk about my favourite stories and know books are written.
- . I know how to read individual letters by saying the sounds for them.
- . I know how to blend sounds into words, so I can read short words made up of known letter-sound correspondences.
- . I know how to use the correct vocabulary to name text related concepts, for example, character, setting beginning and end.
- . I know how to sequence three or more events from a story.
- . I know how to provide simple reasons for actions and events.
- . I know how to read some letter groups that each represent one sound and say sounds from them.
- . I know how to read a few common exception words matched to the School's phonic programme.

Writing:

- I know how to form/write 'around' letters correctly (*c a o d g e f q*).
- I know how to form/write 'down letters' correctly (*l l j t b h k u y p*)
- I know how to form/write 'one armed' letters correctly (*r, n, m*)
- I know how to form lower-case correctly when writing my name.
- I know how to write my name independently.
- I know how to use my pen with a comfortable tripod grip.
- I am starting to know how to position all letters correctly on a line.
- I know to write a word from left to right.
- I know how to sit correctly with good posture when seated at a table to write.
- My drawings show growing detail 'This is my family'
- I know how to write my name, words of personal interest or message on my pictures 'To mummy/daddy, love'
- I know to 'have a go' at spelling/writing words independently using beginning/middle/end sounds.
- I know to sound words out when I am trying to write them.
- I know how to segment and identify individual sounds in CVC words and write the corresponding letters for one to two sounds progressing to three.
- I know how to write phonetically plausible CVC words using consonant-vowel-consonant
- I know how to write rhyming strings

Reading: Comprehension / Word Reading

- I know how to understand story 'middles', e.g. problem, event and how they are solved at the end.
- I show interest in non-fiction books e.g. I love fire engines and therefore want to read a book about fire engines.
- I know how to start to retell verbally main events of a well-known story.
- I know how to read simple phrases and sentences made up of words with known letter-sound correspondences, and, where necessary, a few exception words.
- I am beginning to know how to reason and explain events answering how questions.
- I am beginning to know how to imagine and speculate 'What if ...' questions.
- I know how to peruse books for pleasure and to start to choose books independently.
- I know how to relate some stories to my own experiences.
- I know how to re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment.

Writing:

- I know about letter formation families
- I know how to form lower-case letters correctly
- I know how to write CVC words which are phonetically plausible.
- I know and use a comfortable pencil grip when writing simple words.
- My drawings show who and where
- I know how to write a simple sentence independently using word banks and sound charts (*We go to the shop*)
- I know to write a sentence from left to right
- I know to sit my writing on the line.
- I know how to use a full stop at the end of my writing
- I know how to use finger spaces in a sentence.
- I know how to write CCVC words, including digraphs (*sh, ch, ar, ng, oo*)
- I know how to build a sentence using word cards (*this see with*)
- I know to 'have a go' at saying and writing a sentence (Set 1 and 2 words) without copy writing.
- I know how to write short sentences with words with known sound-letter correspondences.
- I know how to write labels, captions, lists and speech bubbles.
- I know how to create simple phrases with meaning (I went to...I can).

Reading: Comprehension / Word Reading

- . I know how to recount simple stories, looking for patterns and be able to ask questions about what happened before.
- . I know how to use the terms author, illustrator, blurb, contents page and index.
- . I know how to retell stories in my own words, using recently introduced vocabulary.
- . I know how to read words that are consistent with my phonic knowledge and sound-blending.
- . I know how to read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

Writing:

- I know how to write lower-case and upper case letters.
- I know how to write with handwriting that is well formed and efficient
- I know to use a capital letter, finger spaces and a full stop when writing a sentence.
- I know to use finger spaces to separate words in a sentence I know how to say, write and read a sentence to check my writing makes sense.
- I know how to build a sentence using word cards (*went was and they*)
- I know how to write CCVC words, including set 1 digraphs and (*th ai er*) and trigraphs (*igh air*)
- I know to spell multisyllabic words by breaking them into smaller 'chunks' (*cobweb wigwam*)
- I know how to write a short sentence, without support.
- I know how to use the word 'and' to extend my short sentence (*I went to the park with mummy and daddy*)
- I know that someone will be able to read my writing and understand it.
- I know to write at more length using phonetically plausible attempts at work with core word spellings (set 1,2 and 3)
- I know how to think of imaginary sentences.
- I know to think about the reader when I am writing.

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| <ul style="list-style-type: none">▪ I know how to build a sentence with guided support using word cards (<i>I he she we go to the</i>)▪ I know how to write a simple sentences supported by adults scribing and scaffolding 'This is me.' 'He is sad'▪ I know how to write cards, lists and captions▪ I know how to construct a simple sentence, writing the initial and end sounds in words. | | |
|--|--|--|

MATHEMATICS: □ Numerical Pattern □ Number

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters/Birth to Five Matters](#)

Numerical Pattern / Number

- I know how to count objects, actions and sounds, saying the numbers in order and matching one number name to each item.
- I know how to estimate a total before counting.
- I know how to use five frames and ten frames, learning the structure of a number system.
- I know how to record quantities in different ways such as tallies, dots or numerals.
- I know how to count by rote to 15.
- I know how to subitise to 4.
- I know how to count out a smaller number from a larger group.
- I know how to recognise small quantities in different arrangements.
- I know how to link the number symbol (numeral) with its cardinal number value.
- I know the 'one more than/one less than' relationship between consecutive numbers, making predictions about what the outcome will be in stories, rhymes and songs if one is added or taken away.

Shape, Space & Measure

- I know how to select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- I know how to continue, copy and create repeating patterns: AB, ABB patterns.
- I know the days of the week.
- I am beginning to understand yesterday, today and tomorrow.
- I know how to find 2D shapes within 3D shapes.
- I know how to make a direct comparison using tall and short.
- I understand and know how to use the language: next to, between, below, above, under, in front, behind, close to, far away.
- I know how to identify straight and curved sides on 2D shapes and flat and curved sides on 3D shapes.

Numerical Pattern / Number

- I know how to count by rote to 20.
- I know how to count back from 10.
- I know how to identify parts within numbers (group of 4 and say 'I see 2 and another 2').
- I know how to combine two groups and say how many altogether.
- I know how to count on from a given number to 20.
- I know how to discuss composition of numbers to 10, showing some recall of number facts.
- I know how to say the number one more/less than a given number 1 – 10.
- I know how to subtract single digit numbers.

Shape, Space & Measure

- I know how to make my own ABBC pattern.
- I know and understand morning, afternoon, day, night.
- I know how to order a simple sequence of events.
- I know how to identify and name 3D shapes (cylinder, cube, cuboid, sphere) and talk about their properties.
- I know how to use language to make direct comparisons of capacity.
- I understand and know how to use the language: forwards, backwards, sideways, through, above, below, opposite.

Numerical Pattern / Number

- I know how to count to 30 by rote.
- I know how to subtract to 10.
- I know how to double numbers.
- I know how to share objects between two.
- I know how to find number bonds to 10.
- I know how to use number bonds to 10 to solve problems.
- I know how to talk about odd and even numbers to 10.
- I know how to count to 40 by rote.

Shape, Space & Measure

- I know how to create a pattern that has a fixed number of spaces.
- I understand and know how to use the words: near, far, direction, left, right, towards, fast, slow, nearest, furthest.
- I know how to use language to make direct comparisons of weight,

UNDERSTANDING THE WORLD □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters/Birth to Five Matters](#)

Past and Present

- I know how to describe my family and who lives in my house.
- I know how to remember and describe some familiar events from when I was little.
- I know some things were different when my parents and grandparents were little... *past, history, long ago*

People, Culture & Communities

- I know and understand there are many different types of families
- I know how to describe family members ... *grandparent, older, younger*
- I know how to describe different types of families ... *parent, step-sister / brother / mum / dad, similar, different*
- I know families come from different parts of the world and understand families may speak different languages
- I know how to name and describe people in their local / school community... *site manager, office manager, lolly pop person, shop keeper*
- I know that some places are special to members of their community
- I know how to talk about special places they go with their family... *places of worship visited by children*
- I know how to talk about people's different beliefs and how they celebrate special times in different ways
- I know how different people celebrate birthdays and other festivals ... *Harvest, Diwali, Christmas, Hanukkah*
- I know and explore my immediate indoor and outdoor environment using knowledge from observation, discussion, books, non-fiction texts, photographs and maps/labels

Natural World

- To know how to explore the natural world describing what they see, hear and feel whilst outside.
- To know how to sort leaves by shape/colour/size, *orange, yellow, red, brown*
- To know, observe and describe the changing seasons on the natural world around them – *Summer into Autumn colder, darker, weather, wind, falling leaves, changing colour, harvest*
- To know that the animals collect leaves and food to keep warm for the winter
- To know that leaves and flowers grow again in the Spring.

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

Past and Present

- I know how to describe and comment on images of familiar situations in the past *picture book illustrations, use of language, toys, telephones, houses, cars*
- I know how to talk about the lives of the people around them and their roles in society

People, Culture & Communities

- I know how to talk about my extended family and remember familiar events from my past
- I know how to describe members of my wider community and know what role they have *vicar, granthi, rabbi*
- Name and describe people who are familiar to them
- I know and can describe some places which are special to members of our community *church, Gurdwara temple, synagogue*
- I know that people have different beliefs and celebrate special times in different ways *food, clothes, stories, traditions*
- I know some similarities and differences between life in this country and other countries
- I know and explore the local woodlands and high street using knowledge from observation, discussion, books, non-fiction texts, photographs and maps/labels

Natural World

- To know how to recognise and describe some local tree species.
- To know how to spot, recognise and describe some garden birds.
- To know how to care for the birds in the garden *food, shelter, picking up litter*
- To know, observe and describe the changing seasons on the natural world around them – *Autumn into Winter*
- To know, observe and describe ice and frost.
- To know that some trees are bare in Winter and grow back in Spring when it is warmer.
- To know why some baby animals are born in spring
- To know why some vegetables and flowers are planted in Spring to be ready for harvest
- To know through experience and books, what plants, flowers and vegetables need to grow.

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

Past and Present

- I know how to talk about some similarities and differences between things in the past and now, drawing on their experiences and what has been read and learnt about in class
- I know how to talk about the lives of some familiar people in the wider world and changes they made to society *Bertha Benz, Coco Chanel, Erik Weihenmayer 'No Barriers'*,
- Understand the past through settings, characters and events encountered in books read in class and storytelling. *'Little People Big Dreams' non-fiction series, picture book illustrations*

People, Culture & Communities

- I know and can describe the local woodlands, park and high street using knowledge from observation, discussion, stories, non-fiction texts and maps
- I know how to 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 know and can describe some similarities and differences between different religious and cultural communities in this country remembering experiences and what has been read and taught in class.

Natural World

- To know through experience and books, how to care for bees in the garden and why bees are vital.
- To know how to make observations and draw birds in the garden and woodland.
- To know how to continue caring for plants, vegetables and flowers so they grow healthily.
- Know some similarities and differences between the natural world around them and contrasting environments, including woodlands, beaches and parks.
- To know there are four seasons in the year and understand some important processes and changes in the natural world around them.

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

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

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters/Birth to Five Matters](#)

Creating with Materials

- I know how to draw a self portrait (soft pencils, pastels, chalk)
- I know how to use colours for purpose.
- I know how to draw bodies of an appropriate size when representing my family.
- I know how to experiment with 3D colour and form by making a fruit and vegetable head
- I know how to experiment with printing by exploring pattern with fruit and vegetable printing, then experimenting with printing of my own choosing.
- I know how to create a small world in a show box using collage (old magazines, fabric, found objects, leaflets, postcards)
- I know how to use different size brushes, selecting fine brushes to add detail.
- I know how to develop simple patterns by printing with objects using a range of materials.
- I know how to use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy
- I know how to return to and build on my previous learning, refining ideas.
- I know how to adapt my construction to achieve a desired outcome.
- I know the primary colours by experimenting with coloured containers, blocks and acetate.

Being Imaginative & Expressive

- I know how to sing in a group or on my own, matching the pitch and following the melody.
- I know how to request a favourite song or rhyme.
- I know how to sing along to favourite pop songs.
- I know how to develop storylines through small-world or role-play with peers.
- I know how to create my own beats with musical instruments/body percussion.
- I know and join in with nursery rhymes and favourite songs.
- I know how to take part in simple, pretend play often based on familiar experiences.
- I know how to play cooperatively as part of a group to decide which characters we want to be in imaginary games
- I know how to use music as a stimulus for mark making.

Creating with Materials

- I know how to assemble and draw a collection of my favourite things observing shape and colour.
- I know how to experiment with form, texture, joining and fixing when playing with clay.
- I know how to experiment with printing by making a repeated pattern roller and design using recycled materials.
- I know how to experiment with printing by experimenting with different textures and materials
- I know how to create a natural collage by creating a mini world for bugs using sticks, straw, bamboo, bark and moss.
- I know to colour mix when experimenting with water colours and pipettes to create a 'Galaxy Painting'.
- I know I can create my own colours by mixing food dye, paint or ink.
- I know how to participate in collaborative, creative activities.
- I know how to use rolled up paper and art straws, pipecleaners to create structures and objects.
- I know how to select tools and techniques needed to shape, assemble and join materials.
- I know how to work in a group to create a 3D model, using materials such as paper to add extra detail.

Being Imaginative & Expressive

- I know how to change a song/rhyme to create a desired effect.
- I know how to use enhancements to extend my imaginary play.
- I know how to use fabrics, boxes, tubes and joining materials to make props.
- I know how to talk about my favourite music or song and why I like it.
- I know how to sing songs from own culture in home language.
- I know how to use different materials (larger sizes) to add to costumes and make my own.
- I know to introduce storylines when engaged in imaginative play.
- I know how to move my body in a variety of ways to a song or piece of music.
- I know how to listen to the rhythm of music and use it as a stimulus for mark making.

Creating with Materials

- I know how to assemble and draw a collection of my favourite seashells and pebbles observing shape, texture and colour
- I know how to mix colours and change the shade of colour.
- I know how to experiment with form, texture, joining and painting when modelling with clay.
- I know how to experiment with colour, shape, line and form when printing with string and blocks.
- I know how to create a natural collage using seashells, sand, pebbles and litter collected from the beach.
- I know how to mix primary colours using poster paint and PVA glue to create 'Imaginary Landscapes' combining different textures and media.
- I know yellow+blue=green, red+yellow=orange blue+red=purple
- I know how to weave fabrics, orange netting, garden netting.
- I know how to u

Being Imaginative & Expressive

- I know how to perform familiar songs/rhymes in a small group and make it sound nice.
- I know how to create more complex narratives in my pretend play, building on the contribution of my peers.
- I know how to retell parts of familiar stories through use of puppets, toys, masks or small world.
- I know how to engage in music and follow a story map creating a musical accompaniment.
- I know how to perform in a performance.
- I know to develop storylines collaboratively when engaged in imaginary play.
- I know how to listen to the rhythm, tone and mood of music and use it as stimulus for dance, composition and mark making.

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EVALUATION:

AUTUMN TERM:
SPRING TERM:
SUMMER TERM: