|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal, Social and Emotional Development** |  | **Autumn: Reception** | **Spring: Reception** | **Summer: Reception** | **Early Learning Goal:** |
| **Self-Regulation**  RHE | Knowledge and skills: | Can see themselves a valuable individual and can recognise their strengths.  Can talk about how they are feeling  Can adapt behaviour to a range of situations.  Can tolerate delay and show patience for a short period of time.  Can follow one-step instructions  Can give focused attention to a staff member managing  simple distractions  Can recognise different emotions are shown in different ways.  Can focus during short whole class activities. | Can control/moderate own emotions and feelings where necessary.  knows that some actions and words can hurt other’s feelings.  knows different emotions and can explain feelings.  Can consider the needs and feelings of others.  Can say sorry when I can see I have hurt someone’s feelings.  Can follow instructions with 2 steps | Can show sensitivity to prejudice and discriminations.  Can show compassion to others.  Can follow instructions with more than 2 steps  Can maintain focus during extended whole class teaching.  Can control their emotions using a range of techniques.  Can set own targets and reflects on progress throughout. | **Show an understanding of**  **their own feelings and those**  **of others, and begin to**  **regulate their behaviour**  **accordingly.**  **Set and work towards simple**  **goals, being able to wait for**  **what they want and control**  **their immediate impulses**  **when appropriate.**  **Give focussed attention to**  **what the teacher says,**  **responding appropriately**  **even when engaged in**  **activity, and show an ability**  **to follow instructions**  **involving several ideas or**  **actions.** |
| Vocabulary: | Instruction, strengths, qualities, attention, distraction, feelings, compromise | | | |
| How it is taught:  **RHE: Topics/Themes.**  BLP | Calm me time – mindfulness  Making sense of their life story/Family tree and history.  Different family make ups.  How are my friends same different to me? | Hobbies in and out of school.  Loss- losing a favourite toy.  Emotions. | Sex Ed- Pants rule.  Expect RESPECT.  Talk news sessions |  |
| **Managing Self**  RHE  D&T | Knowledge and skills: | Knows class boundaries and routines.  Can talk about their own behaviour and its consequences.  knows the need for safety when tackling new challenges  knows some behaviour is unacceptable and tries to behave accordingly  knows what they are good at and what I find hard to do.  knows the importance, for good health, of physical exercise, good sleep routine and a healthy diet. (Link to DT making pre-cut fruit kebab- Y1)  can wash hands independently.  Can put coat and shoes/wellies on independently.  Can use the toilet independently.  Can explore different areas around the EYFS environment. | Can wait for what they want and control immediate impulses.  Can be confident to try new activities and shows independence, resilience, and perseverance in the face of a challenge.  Can usually adapt behaviour to different events/social situations and changes in routine.  knows that regular exercise, healthy eating, (Link to DT making veg soup) sensible amounts of screen time, support my overall health and wellbeing.  Knows the importance of good dental hygiene. Knows how to brush their teeth and for how long  Knows how to care for others and living things.  Is begging to do zippers and buttons  Is developing independence when dressing/undressing during P.E/Forest school | Can use resources in class to help them improve.  Can recognise skills in my peers as a model for my own learning.  Can ask for help when they need it.  Knows simple road safety – stop, look, and listen,  crossing points  Can follow a series of instructions to complete a task (link to DT- making cupcakes)  Can dress with little or no support  Can name healthy and unhealthy foods. | **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.** |
| Vocabulary: | Respect, rules, perseverance, resilience, hygiene, feelings, Independent | | | |
| How it is taught:  **RHE: Topics/Themes.** | BLP- Animals.  Class/school rules.  Healthy eating/exercise.  Medicines  NHS  Fire safety.  Role of the Police keeping us safe.  Sleep routine.  Road safety. | Oral health.  Managing screen time.  Setting new year’s resolutions.  What can I do by myself and what will I still need help with?  Caring for the environment.  E safety.  Royal Family. | Similar but unique/ people have different skin colour.  What I believe in. Link to UW  Places of worship. Link to UW  How I contribute to my community and improve my local area/Litter Picking in the Park  Water Safety  Talk news sessions |  |
| **Building Relationships**  RHE | Knowledge and skills: | Can seek support from adults where necessary.  Can play with children who are engaged in the same activity.  Is beginning to develop friendships with peers.  Can consider the perspectives of other people  Has positive relationships with staff in EYFS | knows how to be a good friend.  can talk to others about their wants and needs.  can listen to others and consider what they say.  knows what kind words are.  Can show sensitivity to others needs and feelings.  Is begging to work in small groups without an adult present.  Can use taught strategies to support turn taking. | Builds constructive and respectful relationships.  Takes into account other’s ideas about how to organise activities.  knows how to resolve conflict and find compromise.  can adapt what doing to meet the needs of others.  knows how to read and interpret the emotional needs of others.  Can work in groups dictated by the teacher independently. | **Work and play cooperatively**  **and take turns with others.**  **Form positive attachments**  **to adults and friendships**  **with peers.**  **Show sensitivity to their own**  **and to others’ needs.** |
| Vocabulary: | Relationships, problems, cooperative, sensitive, conflict, resolution. | | | |
| How it is taught:  **RHE: Topics/Themes.**  - Dialogic stories  - Circle time  - Positive play  - Planned opportunities for collaborative learning. | Making relationships.  Children in Need  Circle of trust/stranger danger. | School Parliament how parliament works/ Voting.  What makes a good friend?  Behaviour has consequences- The boy who cried wolf.  Love for pets | Kindness- giving and receiving.  Bullying /Anti Bullying  Talk news sessions  Resolving conflict- A problem shared is a problem halved. |  |
| **Physical Development:** |  | **Autumn: Reception** | **Spring: Reception** | **Summer: Reception** | **Early Learning Goal:** |
| **Gross Motor Skills**  P.E | Knowledge and skills: | Knows how to negotiate space and obstacles safely  Knows how to stop safely  Knows how to work cooperatively with a partner  Knows how to change direction  **Dance Skills**  Knows different ways of travelling  **Ball skills**  canthrow overhand.  Can catch a ball by chasing.  Can use foot to tap static ball a small distance.  Can throw a ball underhand.  Can catch a large ball between extended arms.  Can kick ball with one foot.  **Balance**  CanStand on tiptoes.  Can Stand on one foot for 2 seconds.  **Jumping**  Canjump off a low object with both feet on the ground.  Canjump over a small stationary object. | Knows a more fluent style of moving with control and grace.  knows that different balls are used for different purposes.  Knows how to play against an opponent  **Dance Skills**  Can create short sequences using shapes, balancing and travelling.  **Ball skills**  Can throw a ball forward 10ft using appropriate technique such as moving arms up and back/arms and legs moving in opposition.  Can catch a large ball by bringing hands into chest.  Can direct kick to knock down a tower.  Can hit 2ft target from 5ft away with a tennis ball using underhand toss.  Can bounce a large ball.  Can walk towards and kick a ball.  **Balance**  Can Walk along a chalk line.  Can Walk along a low/wide balance beam.  **Jumping**  Canjump forward taking off and landing on two feet.  Canhop on one foot 3-5 times. | Knows and has revised and refined the range of ways they move e.g. slithering, shuffling, rolling, sliding….  Knows how to follow instructions when playing games and why this is important  Knows how to play cooperatively in a team  **Dance Skills**  Can use counting to help stay in time with music  Can copy and create actions  **Ball skills**  Can throw a tennis ball underhand opposing arm/leg movements.  Can bounce and catch a large ball using 2 hands.  Can run towards and kick a ball.  Can usually hit a target from 12ft away using and overhand toss.  Can catch a tennis ball from 5 feet using only hands.  Can coordinate body to meet and kick a ball that is rolled to them from a distance.  **Balance**  Can hold a controlled static balance on one leg.  Can walk along a low/narrow balance beam.  **Jumping**  Canjump and turn in the air.  Canhop up to 10 times on alternate feet. | **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.** |
| Vocabulary: | Walk, hop, crawl, travel, stop, start, balance, turn, direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination | | | |
| How it is taught: | Crossbar Coaching sessions weekly.  Continuous provision opportunities.  Adult lead sessions planned in during CIL. | | |  |
| **Fine Motor Skills** | Knowledge and skills: | Can hold knife and fork correctly and cut food with support.  Can use a paintbrush to make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines  Can hold scissors with two hands to cut snips in paper.  Can use a tripod grasp when using mark making tools  Can use a tweezer to transfer objects  Can thread large beads and manipulate large pegs.  Can accurately draw lines, circles and shapes to draw pictures  Is begging to copy letters | Can draw identifiable representations  Can use both knife and fork simultaneously with confidence  Can cut along a straight line using one hand to hold the scissors and the other to hold the paper.  Can write taught letters using correct formation  Can thread small beads and manipulate small pegs.  Can use a hammer | Can use a range of tool safely and confidently: - Scissors – moving wrist and hands to cut with growing accuracy along curved, straight and zig zag lines.  Shows increasing accuracy when forming letters controlling their size  Can paint using thinner paintbrushes | **Hold a pencil effectively in**  **preparations 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.** |
| Vocabulary: | Snip, cut, turn, grip, control Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, | | | |
| How it is taught: | Planned activities during continuous provision  Adult lead planned activities.  Pen pals- Handwriting scheme.  Dough disco | | |  |
| **Communication and**  **Language development:** |  | **Autumn: Reception** | **Spring: Reception** | **Summer: Reception** | **Early Learning Goal:** |
| **Listening,**  **Attention and**  **Understanding** | Knowledge and skills: | Can give their attention to what others say and respond appropriately while engaged in another activity.  Can engage in story times, joining in with repeated phrases and actions.  Can listen carefully to rhymes and songs paying attention to how they sound. Predict rhyming words and come up with their own that would fit. Then clap out the beat of a rhyme.  Can make brief comments on what is happening in the story.  Can link events and stories to their own experiences.  Knows how to listen carefully and why listening is important.  Can follow instructions involving more than one step.  Can understand questions such as how and why | Can fully engage in story time by listening, recalling, and answering comprehension questions.  Can connect one idea or action to another using a range of connectives.    Can engage in non-fiction books and understands different vocabulary used.  Can understand humour.  Can understand questions such as who, why, when where and how.  Can follow a story without pictures or props. | Can retell a story, some as exact repetition and some in their own words.  Can identify the characters and discusses feelings actions and motives.  Has conversations with adults and peers with back-and-forth exchanges. | **Listen attentively and respond to what they hear with relevant questions and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and askes questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.** |
| Vocabulary: | Rhymes, question, answer, conversation question, answer, retell, sentence, vocabulary, conversation | | | |
| **Speaking** | Knowledge and skills: | Can describe events in some detail.  Learns new vocab and can repeat it.  Can make comments about what they have heard and ask questions to clarify their understanding in small groups.  Can talk in front of a small group.  Can talk to adults in the classroom. | Can talk about the plot and the main events of the story.  Can participate in class discussions offering their own ideas.  Can hold a conversation when engaged in back-and-forth exchanges with their peers.  Learns new vocab in activities they can use in a sentence.  Can use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen.  Can talk in sentences using conjunctions e.g., ‘and’ and ‘because’,  Has the confidence to talk to adults they see on a regular basis.  Can talk in front of the whole class. | Can use different voices to represent each character.  Can use new vocab in activities in the correct context.  Can talk about their experiences using past, present and future tenses.  Knows rhymes poems and songs that they can independently perform.  Can articulate their own ideas and thoughts in well-formed sentences.  Has the confidence to talk to other adults in school. | **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocab. Offer explanations for why things might happen, making use of recently introduced vocab from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.** |
| Vocabulary: | Retell, rhymes, turn-taking, conversations Retell, conjunctions, question, sentence, tense | | | |
| How it is taught: | C&L is interwoven into all elements of the EYFS in each term  -Rich language environment  -Listening and engaging in story time and non-fiction texts  - Answering and asking W’s questions in whole class reading and PSED  - Learning rhymes, poems and stories  - Circle time  - Explicit teaching of new vocabulary in whole class reading and during Adult lead activities.  Neli and Talk Boost programme. | | |  |
| **Understanding the World** |  | **Autumn: Reception** | **Spring: Reception** | **Summer: Reception** | **Early Learning Goal:** |
| **Past and Present**  History | Knowledge and skills: | Orders events using basic chronology. (Cavemen/Modern Man) before they were born- (Y3-Stone age)  Knows some similarities and differences between past and now, trough toys– (*Y1- Childhood past/present)*  Knows that the emergency services exist and what they do.  Knows some similarities and differences between past and now, trough transport– Link to emergency services  Knows who Florence Nightingale was and why she was important from the past. - Link to people who help us | Knows how they have changed from birth to now  Knows the stages of human growth from baby to elderly. (Y5 link)  Comments on the lives of the Royalty in the past (- Royal Family SMSC)  Knows who the Queen is and some other members of the Royal family- Royal Family tree  Knows who David Attenborough is and what he did in the past to help people understand history, culture and science- Link to science animals | Knows some similarities and differences between seaside in the past and now– Link to Past and present at the seaside. (Y2-Seaside holidays)  Knows the past and can say if a setting in a story is past or present. (Compare and contrast characters from the stories including LRRH/Goldilocks– using a range of cultures and times in storytelling). -Trip to wonderland  Knows the past is anything that happened before today, and the present is now | **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 experience and what has been read in class.**  **Understand the past through settings, characters and**  **events encountered in books read in class and**  **storytelling.** |
| Vocabulary: | Family, change, growth, baby, toddler, child, adult past, present, then, now, old, new, a long time ago  Same, different   |  |  |  | | --- | --- | --- | | Cave  Fossil  Extinct  Mammoth  Dinosaur | Castle  Sword  Shield  Knight  Armor  Drawbridge  King  Queen  Princess  Prince | Beach  Coast  Sea  Seaside  Promenade  Pier  Traditional  Tale  Fairy tale | | | | |
| How it is taught: | Dinosaurs theme – discuss change over time.  Explore a simple timeline from birth to now  Christmas then and now theme. | Visit from Police/Fire service.  Princess/Knights and Castles theme. | Images comparing seaside scenes.  Weddings- Familiar situations in the past, such as banquets  Compare and contrast characters from stories – including figures from the past – such as the royal family. |  |
| **People, Culture and**  **Communities**  **R.E**  Geography | Knowledge and skills: | Knows what is special to them and their families- Link to birthday/ Christmas/Diwali celebrations  Knows about family structures and talks about who is part of their family. Link To all about me  Knows about the lives of the people around them and their roles in society Link to people who help us  Knows the names and can describe people outside of their family that are important to them such as the police. Link to people who help us  Knows Christians celebrate Christmas  Knows Hindus celebrate Diwali  Knows the difference between land and sea on a map.  (Y1 seas of the UK)  Knows the country they live in. (Y1- locate it on a map)  Can direct a friend from A to B using positional language.  Knows the name of the village the school is in- Lawley | Knows about and can describe special times or events with family or friends**. -** Link to Easter/Chinese New Year.  Knows Christians celebrate Easter  Knows some similarities and differences between life in this country and life in other countries (China) drawing on knowledge from stories, non-fiction texts and maps – link to Chinese New Year (Y2- Great wall of China)  Knows some environments that are different from the one in which they live– link to Chinese New Year (Y2- Great wall of China)  Draws information from a simple map (the school is next to the park...) (Y1- physical/human landmarks)  Knows globes show all the different countries around the world.  Comments on aerial views of school (e.g. here is road, there are houses, school is at the top) (Y1- physical/human landmarks) | Knows the purpose of a church  Knows the purpose of a mosque  Knows the purpose of a synagogue.  Knows some similarities and differences between different religious and cultural communities in this country-link to weddings from different cultures.  Knows that directions can be verbal, pictorial or written. (Y1 map work)  Draws and creates their own maps using real objects/pictures/symbols. (Y1 map work)  Knows the four countries of the UK. (Y1 map work) | **Describe their immediate**  **environment using**  **knowledge from observation,**  **discussion, stories, nonfiction, texts and maps.**  **Know some similarities and differences between**  **different religious and**  **cultural communities in this country, drawing on their experiences and what has been read in class.**  **Explain some similarities**  **and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.** |
| Vocabulary: | |  |  |  |  | | --- | --- | --- | --- | | **R.E**  Celebration  Religion  Belief  Similar, different | Diva  Rama  Sita  Hinduism  Sikhism  Bible  Cross  Jesus  Christianity | festival  fireworks  Chinese New Year  lantern festival  zodiac Year  tradition  family  fortune | Christianity  Hinduism  Judaism  Islam  Sikhism  Buddhism  Humanism  Cathedral  Church  temple  mosque | | **Geography**  Similar, different, | Soil  Factory  Home grown  Sea  Country  Direction  Forwards, backwards, next to, behind, under, on top of… | Map  Globe  World  Sea  Country | England  Scotland  Wales  Northern Ireland  Sea  Coast  Beach  Ocean | | | | |
| How it is taught: | Thank you, farmers,  Diwali  People who help us topic  All about me | Chinese New Year  The Easter Story  Comparison of UK and China | Weddings from other cultures  Seaside’s |  |
| **The Natural World**  Science | Knowledge and skills: | Knows what a magnet picks up (Y3 Forces and magnets)  Knows that we dress accordingly to keep ourselves safe/comfortable. (Y1 seasonal changes)    Knows ice can melt and why it happens. (Y1 Materials)  Knows the 5 senses and can describe things using them (Y1 Senses)  Can ask questions about their natural environment  Knows and recognises the signs of Autumn and Winter  Knows their body parts head, chest, back, shoulders, arms, legs, knees, elbows, shins | Knows sound causes vibration (Y4 sound)  Knows some things float and some sink (Y2 uses of everyday materials)  Knows the names of baby animals. (Y1 animals)  Makes observations of animals and plants and explains why some things occur and talk about changes. (Y1 animals/plants)  Knows the growth stages of a sunflower and a butterfly and can draws pictures with labels (Y1 animals/plants)  Knows what you need to plant a seed and for it to grow (Y2 Gardening)  Observes the growth of seeds and can talk about changes. Visit year 2 garden to observe, observe own Sunflowers growing (Y2 Gardening)  Knows and recognises the signs of spring | Knows light travels through a transparent material (Y3 Light and shadows)  Knows light casts a shadow (Y3 Light and shadows)  Knows and recognises the signs of summer  Knows some animals are nocturnal  Knows about different habitats  Knows some animals live in water  Knows about sustainability and recycling- Whole school eco initiative.  Knows some materials are more suited for different purposes- Link to building houses for 3 little pigs  Knows how trees have changed over the 4 seasons. | **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 season**  **and changing states of**  **matter.** |
| Vocabulary:  Science | |  |  |  | | --- | --- | --- | | Human  Body  Equipment  senses  touch, taste, sight, hearing, smell | Weather  Season  life cycle, young, old, push, pull, stretch, melt, heat, freeze Similar, different, shadow, light, freeze, melt | Compare  Observe  Identify  Test  Record  plants, seeds, water, light, | | | | |
| How it is taught: | Forest school activities  Adult lead activities and planned continuous provision. | We love our planet! Topic  Everything changes everything grows! Topic  The hungry Caterpillar/Jaspers Bean. | Forest school activities  Adult lead activities and planned continuous provision. |  |
| **Computing:** |  | Knows a range of technology is used in places such as home and schools (Y1- Technology around us)  Can operate technology such as IWB, iPads and toys with knobs, pullys and buttons.  Can draw pictures on IWB and begin to change colours | Knows about E-Safety  Can use the IWB to play games and follow programmes  Can make a bee bot go forwards | Selects and uses technology for the correct purpose such as using iPad for photos. (Y2 Digital Technology)  Can give reasons why we need to stay safe online  Can type their name on a keypad  Follows directions with a bee bot. (Y1 programming a robot) | N/A |
| **MFL- Spanish:** |  | Spanish/Makaton- Hello/ goodbye/communicating needs toilet… | Spanish/Makaton- Nursery rhymes | Spanish/Makaton- Numbers/colours | N/A |
| **Expressive Arts and**  **Design** |  | **Autumn: Reception** | **Spring: Reception** | **Summer: Reception** | **Early Learning Goal:** |
| **Creating with**  **Materials**  Art  DT | Knowledge and skills: | Can create collaboratively sharing ideas, resources, and skills- making scarecrows for harvest  Knows how to add white or black paint to add tint or shade. Remembrance Day poppy pictures  Can construct with a purpose in mind using a variety of resources. Uses simple tools and techniques competently and appropriately. (Y1/2 Mechanisms)  Can select appropriate resources and adapts their work where necessary creating fireworks (Y1 materials)  Can use techniques such as pinching and rolling when using mouldable materials e.g., clay and dough Diwali Diva lamps  Can draw and colour with pencils and crayons | Can use and refine a variety of artistic effects to express their ideas and feelings valentine’s cards  Knows how to use additional tools (stamps/rollers) to improve their paintings. Easter cards  Knows mixing 2 colours together will make a new colour  Knows how to draw with detail (bodies with sausage limbs and additional features).  Knows art can be interpreted though different forms. Andy Goldsworthy Artist study  Can use natural objects to make a piece of art Andy Goldsworthy Artist study  Can use colour for a particular purpose  Can make props for role play | Knows how to use different techniques for joining materials such as tape and glue. Shoe box farm (y1/2 Mechanisms)  Returns to and build on their previous learning refining ideas and developing their ability to represent them Shoe box farm (Y2 Structures)  Shares creations and explain the process they have used Shoe box garden/farm  Can draw self-portraits/observational drawings. Canvas art project  Knows how to use a thin paint brush to add detail. Canvas art project  Can use non statutory measures Cooking making cupcakes  Knows some similarities and differences between materials | **Safely use and explore a**  **variety of materials tools and techniques, experimenting**  **with colour, design, texture, form and function. Share their creations, explaining the process they**  **have used.**  **Make use of props and**  **materials when role playing characters in narratives and**  **stories.** |
| Vocabulary: | Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, | | | |
| How it is taught: | Planned adult lead activities  Planned continuous provision | | |  |
| **Being Imaginative and Expressive**  Drama  Music- Charanga | Knowledge and skills: | Joins in and sings a range of call and response songs  Sings a range of well-known nursery rhymes:  Pat-a-cake  1, 2, 3, 4, 5, Once I Caught a Fish Alive  This Old Man  Five Little Ducks  Name Song  Things For Fingers  I’m A Little Teapot  The Grand Old Duke Of York  Ring O’ Roses  Hickory Dickory Dock  Not Too Difficult  The ABC Song  Combines different movements with fluency to create dance routines encouraging them to replicate choreographed dances such as pop songs and traditional dances | Can sing entire songs:  Wind The Bobbin Up  Rock-a-bye Baby  Five Little Monkeys Jumping On The Bed  Twinkle Twinkle  If You're Happy And You Know It  Head, Shoulders, Knees And Toes  Old Macdonald  Incy Wincy Spider  Baa Baa Black Sheep  Row, Row, Row Your Boat  The Wheels On The Bus  The Hokey Cokey  Sings in a group, or on their own increasing matching the pitch and following melody  Talks about dance and performing art expressing their feelings and responses.  Develops story lines or narratives into their play. | Explores and engages in music making, song and dance, performing solos or in group, trying to move in time of the music. (End of year award ceremony).  Invents, adapts and recounts narratives with peers and their teacher  Can associate genres of music with characters and stories  Can express their feelings about music they hear  Can play untuned instruments such as drum, tambourine, glockenspiel, maracas  Knows the names of untuned instruments such as drum, tambourine, glockenspiel, maracas  Creates long and short sounds using instruments  Can join in whole school singing assemblies  Makes use of props and materials when role playing, characters in narratives and stories | **Invent, adapt and recount**  **narratives and stories with**  **peers and their teacher.**  **Sing a range of well know**  **nursery rhymes and songs.**  **Perform songs, rhymes,**  **poems and stories with**  **others and (when**  **appropriate) try to move in time with music.** |
| Vocabulary: | Instrument, music, song, tune, beat, pitch, quick, fast, retell, imagination, story, characters, songs retell, characters, story, music, rhythm, lyrics, | | |  |
| How it is taught: | Charanga- Music scheme.  Planned adult lead activities  Planned continuous provision | | |  |
| **Literacy** |  | **Autumn: Reception** | **Spring: Reception** | **Summer: Reception** | **Early Learning Goal:** |
| **Comprehension** | Knowledge and skills: | Can spot and suggest rhymes.  Can join in with repeated refrains and anticipates key words and phrases in rhymes and stories.  Can continue a rhyming string and identities and suggests alliteration.  Can use and repeat key vocab related to the theme.  Can make simple predictions about what might happen next in stories  Can use the pictures to tell stories  Can answer who questions about familiar stories. | Can recall parts of a story to retell the story with support/props.  Knows and uses key vocab used in themes/texts during their play.  Can sequence events in stories  Can act out stories  Can suggest how the story might end  Can talk about the characters in the books they are reading  Can answer who, what, where questions about familiar stories. | Can retell stories and narratives, using their own words  Can use and understands introduced vocab during discussions about books  Can answer who, what, where, when, why and how questions about familiar stories.  Knows the difference between fiction and non-fiction  Knows information can be retrieved from books | **Demonstrate understanding**  **of what has been read to**  **them by retelling stories, and narratives using their own words and recently**  **introduced vocabulary.**  **Anticipate (where appropriate) key events in**  **stories.**  **Use and understand recently introduced vocabulary during discussions about**  **stories, non-fiction, rhymes and poems and during role play.** |
| Vocabulary: | Stories, opinion, question, answer, character, retell, events, beginning, middle, end, sequence, fiction, non-fiction | | | |
| How it is taught: | Guided reading  Daily class story/text  Literacy adult lead planned activities  Planned continuous provision | | |  |
| **Word reading** | Knowledge and skills: | Can recognise their name  Can identify initial sounds in words.  Can use a sound mat to match graphemes to known phonemes.  Can read individual phase 2 graphemes (all 44) saying the sound for each of them.  Can segment and blend sounds into words made up of phase 2 letter sound correspondence.  Can read phase 2 tricky words.  Can identify and explain what is tricky about the phase 2 tricky words they are reading.  Can read captions containing phase 2 sounds/words. | Can read the 25 graphemes in phase 3.  Can read words containing phase 3 phonemes.  Can read the phase 3 tricky words.  Can identify and explain what is tricky about the phase 3 tricky words they are reading.  Can read words ending with s e.g. hats, sits  Can read sentences containing phase 3 tricky words and digraphs/trigraphs. | Can decodes phase 3 sentences reading some words by sight including some common exception words.  Can read some ccvc and cvcc words.  Can read some of the phase 4 tricky words. | **Say a sound for each letter**  **in the alphabet and at least 10 digraphs.**  **Read words consistent with their phonic knowledge by sound-blending.**  **Read aloud simple**  **sentences and books that**  **are consistent with their**  **phonic knowledge, including some common exception words.** |
| Vocabulary: | Phoneme, grapheme, digraph, trigraph, tricky word, blend, segment | | | |
| How it is taught: | Phonics Bug sessions x4 per week  GR sessions  Literacy adult lead planned activities  Planned continuous provision/ Flashcards during carpet time  1:1 Reading using resource boxes | | |  |
| **Writing** | Knowledge and skills: | Can write name independently.  Can write some phase 2 graphemes accurately.  Can give meaning to marks they make  Can segment phase 2 cvc words verbally and can write graphemes to match letter sound.  Can copy adult writing.  Can write words, labels and captions using taught sounds | Can spell phase 2 tricky words correctly.  Can write cvc words containing Phase 2 graphemes independently.  Can write lowercase letters most of which are correctly formed.  Can use a phase 3 sound mat to identify phase 3 digraphs/trigraphs to match know phonemes.  Can write simple phrases/captions with finger spaces.  Can hold a sentence to write in their head.  Can read what they have written back to an adult | Can write simple sentences adults can read.  Can segment longer words to write, using known phonemes.  Can identify and copy phase 3 tricky words to use in their writing.  Can use a capital letter and full stop in a sentence.  Can re-read what they have written to check it makes sense.  Can form lowercase and capital letters correctly | **Write recognisable letters,**  **most of which are correctly formed.**  **Spell words by identifying**  **sounds in them and**  **representing the sounds with a letter or letters.**  **Write simple phrases and**  **sentences that can be read**  **by others.** |
| Vocabulary: | Lowercase, capital letters, formation, finger spaces, full stops, word, sentence, tripod grip | | | |
| How it is taught: | Phonics Bug sessions x4 per week  Literacy adult directed and independent writing opportunities  Pen pals- handwriting scheme  Planned continuous provision | | |  |
| **Maths** |  | **Autumn: Reception** | **Spring: Reception** | **Summer: Reception** | **Early Learning Goal:** |
| **Number** | Knowledge and skills: | Can use some number names and number language in play (p5)  Can estimate how many they can see based on a benchmark.  Recognises that the last number said represents the total counted so far up to 5 (p6) Having counted says the total (p10).  Shows finger numbers up to 5 and beyond.  Links numerals with amounts up to 5. (p6)  Separates a group of 3-4 objects in different ways begging to recognise that the total is still the same. (p7).  Shows interest in meaningful numbers (p5)  Subitises- instantly recognising under 5 objects without counting (p6)  Finds one more/less than a number up to 5 | Recognises numbers 1-10 (p5)  Makes reasonable estimates of numbers of things. Showing understanding of relative size. (p8)  Puts numbers in order 0-10 (p9)  Has a deep understanding of number to 10 including the composition of each number. (p13)  Selects the correct numeral for up to 10 objects (p10)  Subitises- instantly recognising under 6 objects without counting (p10)  Recalls number bonds to 5 (p13)  Adds one and subtracts one with numbers to 10 and uses some addition and subtraction vocabulary (p11) | Recognises numbers 1-10 and beyond and place them in order. (p9)  Partitions a number of things in different ways including when problem solving and talks about the ways a number can be made (p11)  Recalls doubles to double 5  Recalls some number bonds to 10 (p13).  Conceptually subitises larger numbers by suberising smaller groups within the number. (p11) | **Have a deep understanding**  **of number to 10, including**  **the composition of each**  **number.**  **Subitise (recognise**  **quantities without counting) up to 5.**  **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.** |
| Vocabulary: | Count, number, numeral, more than, less than, total, altogether, number sentence, same, equal, add, plus, take away, subtract, fewer, double, number bond. | | | |
| **Numerical patterns** | Knowledge and skills: | Counts actions, objects and sounds.  Can recite numbers 0-10 and 10-20 (p4)  ‘Tags’ saying one number for each item (p5)  Counts up to 6 from a larger group.  Compares amounts using language more than, fewer than and the same as.  Compares 2 small groups of up to 5 objects. (p4)  Shows awareness that numbers are made up of smaller numbers (p11)  Beginning to recognise that each counting number is one more than the one before. (p7) | Counts and irregular arrangement of up to 10 objects.  Counts out up to 10 objects from a larger group (p10).  Verbally counts as far as they can go Recognising the pattern of the counting system. (p4)  Using quantities and objects add and subtract 2 single digit numbers and count on or back to find the answer.  Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (p14)  Beginning to learn that numbers are made up of smaller numbers. (p7)  Explores and represent patterns within numbers up to 10 including missing numbers, evens and odds double facts and how quantities can be distributed evenly (p14).  Explores using a range of marks and signs to which they ascribe mathematic meanings (p6) | Children begin and explore mathematical problems using signs and strategies of their own choice including numerals, tally’s and +- (p12)  Counts verbally from 20 beginning to spot repeating patterns (p9) (p14).  Compares number names and symbols showing interest in large numbers (p8).  Using quantities and objects add and subtract 2 single digit numbers and count on or back to find the answer (problem solving and recording).  Can find missing number in addition and subtraction sentence problems  Knows 1, 3, 5, 7 and 9 are odd  Knows 2, 4, 6, 8 and 10 are even  Can share quantities evenly | **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.** |
| Vocabulary: | Patterns, even, odd, repeating | | | |
| **Shape space and measure** | Knowledge and skills: | Compares length, height and size.  Explores triangle/semi-circle/circle (1/2/3 sides)  Explores rectangle, square and pentagon (4/5 sides)  Uses language relating to 1p, 2p and 5p.  To recognise 1, 2, 3, 4, 5 o’clock  To finish a repeating pattern of 2 objects or colours | Composes and decomposes shapes so that children recognise a shape can have other shapes within it just as numbers can.  Continue, copy and repeat patterns with different rules.  Use language relating to 1p,2p, 5p and 10p  To recognise 6, 7, 8, 9, 10 o’clock  Can order objects by height, weight, length  Can order days of the week  Explores hexagon (6 sides) | Select rotate and manipulate shapes in order to develop special reasoning skills (copy 2d patterns/pictures with 3d resources).  Compare length weight and capacity to solve problems.  Names 3D shapes  To recognise 20p, 50p. £1 and £2  Create repeating patterns with varying rules.  To recognise 11,12 o’clock | **There are no early learning**  **goals that directly relate to**  **shape, space and measure**  **objectives. However,**  **children will have experienced rich**  **opportunities to develop**  **their spatial reasoning skills in shape, space and**  **measure** |
| Vocabulary: | Length, long (er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices | | | |
| How it is taught: | Math adult lead and independent planned activities using Click4Teaching materials  Planned continuous provision  Flashcards during carpet time  Daily songs and rhymes  NCTM number blocks  **Key text:**  Sidney the silly only eats 6.  Donut touch  One Fox  The button box  Too many carrots  Simon Sock  You must bring a hat.  **Themes:**  How much how many?  All about me 1,2,3!  4 and 5 jump and jive!  Pick and mix number 6!  7 and 8 on a plate!  Team 9 and 10!  1-10 all again!  20 plenty!  Write and remember arithmetic! | | |  |