

Reception Curriculum Overview						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Umbrella	<p>Getting to know you! Our self, our feelings and our families</p> <p>Where the wild things are exploring imaginary worlds and creatures</p> <p>All things Autumn! Exploring seasonal changes through our senses</p>	<p>Let's explore 'Light and dark!' through festivals, celebrations & traditions</p> <p>Let's explore Space! How will we get there? What might we see?</p> <p>Let's explore Christmas! Christmas traditions, First Christmas story and celebrations today</p>	<p>Winter and the Polar regions – The Arctic and Antarctic, penguins and the poles</p> <p>Lunar new year -share Lunar new year story of the animal race from Chinese culture</p> <p>Let's become 'Superheroes' including everyday heroes & our favourite characters</p> <p>Trains, planes and automobiles inc emergency vehicles</p>	<p>Step into Springtime! The Wonder of New Life Growing, the tiny seed, new life and Easter, Life-cycles, Eggs hatching to chicks, Tadpoles/frogs</p> <p>Let's discover dinosaurs, fossils & archaeology</p> <p>Where we live-let's explore Weybridge and our world finding out about where we live and comparing to other places</p>	<p>Let's investigate how we can take care of our world</p> <p>Let's investigate marvellous minibeasts</p> <p>Let's step into Summer with sunshine, the seaside and the amazing creatures under the sea</p>	<p>Let's find out about dragons, knights and castles</p> <p>Let's celebrate the King's birthday with bunting, crowns and cake!</p> <p>Let's be inventors – what will we design and make to make the world a better place?</p> <p>Let's explore keeping healthy through food, fitness & fun!</p>
Celebrations and Experiences	<p>World Mental Health Day</p> <p>Shared learning with parents</p> <p>Library visit and church visit</p>	<p>Diwali</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Anti-bullying week</p> <p>Odd Socks Day</p> <p>Advent/ Christmas</p> <p>Nativity performance</p> <p>Postbox visit</p> <p><i>Space Dome visit to school</i></p>	<p>New Year</p> <p>Epiphany</p> <p>Make your dreams come true Day</p> <p>Chinese New Year</p> <p>National Story Telling Week</p> <p>Valentines' Day</p> <p>Open the box theatre company visit on Polar Regions</p>	<p>Shrove Tuesday</p> <p>Ash Wednesday</p> <p>World Book Day</p> <p>Mothering Sunday</p> <p>Start of Ramadan</p> <p>Easter</p> <p>Maths shared learning with parents</p> <p>Broad water Lake field trip</p>	<p>Other faiths</p> <p>Earth Day</p> <p>Painshill Park visit</p>	<p>Father's Day</p> <p>Sports Week</p> <p>Transition activities</p> <p>Fire Truck visit</p> <p>Fr. Damian to school</p>
Exploring nature with children	<p>Seeds</p> <p>Minibeasts</p> <p>Harvest Moon</p> <p>Autumn Equinox</p> <p>Autumn leaves</p> <p>Autumn Pond</p> <p>Autumn tree</p>	<p>Pumpkins</p> <p>Moss, Lichen, Fungi</p> <p>Weather – wind and rain</p> <p>Birds – migration</p> <p>Twelve Days of Christmas</p> <p>Christmas Plants</p>	<p>Winter Sky</p> <p>Winter Moon</p> <p>Winter Tree</p> <p>Winter Pond study</p> <p>Earthworms</p> <p>Evergreens</p>	<p>Nesting birds</p> <p>Spring pond</p> <p>Garden snails</p> <p>Spring tree</p> <p>Plant Life cycle</p> <p>Wildflowers and grasses</p>	<p>Allotment Planting</p> <p>Wildflowers</p> <p>Black Ants</p> <p>Caterpillars</p> <p>Butterflies</p>	<p>Honey bees</p> <p>Summer solstice</p> <p>Summer tree</p> <p>Weather</p> <p>Moths</p> <p>Gardening</p> <p>Celebrating outside</p>
Favourite Five	<p>Where the Wild things are</p> <p>Anansi</p> <p>Oi Frog- rhyming</p> <p>Tree: Seasons come, season go – non fiction</p> <p>Three Little Pigs – trad tale</p>	<p>Look up</p> <p>Halibut Jackson</p> <p>Room on the Broom - rhyming</p> <p>The Bible: Story of Christmas – non fiction</p> <p>The Emperor's New Clothes – trad tale</p>	<p>Poles Apart - rhyming</p> <p>The magic paintbrush</p> <p>Super Milly and the super school</p> <p>Arctic Life – non fiction</p> <p>The little Red Hen – trad tale</p>	<p>The tiny seed</p> <p>I will never eat a tomato</p> <p>Stomp chomp big roars, here come the dinosaurs! - rhyming</p> <p>Jack and the Beanstalk – trad tale</p>	<p>Hairy Maclary - rhyming</p> <p>The night Pirates</p> <p>My friend Earth – non fiction</p> <p>Molly Rogers to the rescue – chapter book</p> <p>Trad tale - Cinderella</p>	<p>So much</p> <p>Izzy Gizmo</p> <p>Zog – rhyming</p> <p>King Charles the 3rd – non fiction</p> <p>Puss in boots – Trad tale</p>

				Goodbye winter hello spring. – non fiction		
Poems and Rhymes	Chop chop Leaves are falling Falling apples This little piggy went to market Ring a ring a roses Incy Wincy	Five Little Pumpkins Mice Cup of Tea Three blind mice Five little men in a flying saucer Twinkle twinkle little star	Let's put on our Mittens I can build a snowman Furry Furry Squirrel Five little specked frogs Hickory Dickory Dock Hickety Pickety my Red Hen	Pancakes A little seed Spring Wind Five little monkeys I know an old lady who swallowed The grand old duke of York	Under a stone If I were so very small Metamorphosis How much is that doggy in the window Round and round the garden She sells sea shells	I have a little frog Sliced bread Pitter Patter There's a worm at the bottom of the garden I'm a little teapot Here we go Looby Lou
Possible Texts	What makes me a me? The Colour Monster.	The same but different. All kinds of people. Lucy loves Library Day Mae Jemison	Lost and Found Martin Luther King Hats Off The Emperor's Egg The Colour Monster When I feel frustrated The choices I make 'Supertato'	The extraordinary gardener How to grow a dinosaur Am I yours? Enormous Turnip	Here we are Earth is big Firefly home Mad about minibeasts Aaarrgh Spider Big book of bugs 10 little ladybugs Stories to include 'Sharing a shell, Tiddler & Commotion in the ocean	The Teeny Weeny Tadpole 'Zog' 'The Knight who wouldn't fight' Princess and the Pea Misty Mole and the eating adventure Amazing by Steve Anthony
Vocabulary for learning and using: Word Aware	Concept words: all, both, now, later, first, near. Text: wild, terrible, lonely, country, skill, facts. Progression: unique, hunt, autumn, harvest, , , change, pond/colourful. Feelings and associated words to express ourselves Same & different Who, where Family and relation terms e.g. aunty, Grandad Number names to 5, balance, measure, mix Days of the week Spider, country	Concept: dark, next, day, solution, night advent, Text: belong, astronaut, meteor, envelope, disguise, nativity Progression: stem, moss, gust, migration, wreath Believe why Celebrate, celebration, festival, gift Safe, unsafe, Pattern, 2D shape names Astronaut, meteor, space Nativity More than, fewer than Thanksgiving, grateful, thankful	Concept: hard, top, heavy, long, tall, over, Text: poles, brush, beast, gallop, super, hero, Progression: ice, lunar, bud, identify, burrow, cone Character Story, tale, fiction, non fiction Continents, hemisphere, pole Superhero What Love, respect, unity, care 3D shape names Question (not answer)	Concept: same, different, small, above, second, later Text: Courage, change, seed, wind, advice, cross Progression: Spring, nesting, spawn, archaeology, spiral, unequal Special Wear/dress/uniform Rights, respect Belief Life cycles, cyclical Plant, seed, garden, grow Season	Concept: Around, most, below, longest, dark Text: Dairy, react, tuff, nick, Impatient Progression: spoilt, artist, forage, caterpillar, lifecycle How Natural world Human Science Faith Belong/belonging estimate	Concept: hottest, rough, increase, fastest, compare, less Text: resilience, thought, curious, tool, gadget, private Progression: hive, solstice, entrepreneur, cheer, moth, allotment When, Place, Memories, Inventions, Creative, Growing, changing Sports terminology: throw, catch, replace, change, swap Using the correct tense for words in context

Communication and Language

<p>The Reception Year provides the foundation for communication and language skills the children will build upon in Year one.</p>	<p>In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils’ vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. <i>National Curriculum, 2014</i></p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Listening Skills</p>	<p>Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.</p>	<p>Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying.</p>	<p>Understand why listening is important.</p>	<p>Listen to and understand instructions about what they are doing, whilst busy with another task.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments, or actions</p>
<p>Attention Skills</p>	<p>Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</p>	<p>Beginning to know that maintaining attention in new situations e.g. whole school assembly or PE sessions in the hall is important. Shift attention when required e.g. when given a clear prompt - ‘name’.</p>	<p>Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p>	<p>Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p>	<p>Listen and continue with an activity for a short time.</p>	<p>Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.</p>
<p>Respond Skills</p>	<p>Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. ‘chime = freeze & show me 5’</p>	<p>Make relevant comments when listening to a story and can answer ‘why’ questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book.</p>	<p>Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</p>	<p>Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer ‘what’, ‘where’, ‘when’, and ‘what could we do next’ questions.</p>	<p>Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. “I didn’t want my yellow gloves; I wanted the spotty ones that match my hat”</p>

<p>Understanding Skills</p>	<p>Follow 1 step instructions e.g. put bookbag in drawer. Understand 'why' questions.</p>	<p>Follow instructions with 2 parts in familiar situations.</p>	<p>Consider the listener and takes turns to listen and speak in different contexts</p>	<p>Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition</p>	<p>Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.</p>	<p>Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g. Animals Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth.</p>
<p>Speaking Skills</p>	<p>Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g. Animals, Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth.</p>	<p>Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a past simple event e.g. "how scratched knee" Recognise words that rhyme or sound similar E.g. "Cat and hat Develop social phrases – "Good morning, how are you?"</p>	<p>Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Describe events that happen in their day.</p>	<p>Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences. Retell/create own stories for teacher scribing. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe an event in the correct order and some detail. Give some details that they know are important and will influence the listener E.g. "Ahmed fell over that stone, Javid didn't push him". Express ideas about feelings and experiences. Articulate their ideas in a sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"</p>	<p>Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well formed sentences of 8 words or more in length with some detail. E.g. "I made a big round pizza with tomato, cheese and ham on top" Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"</p>
<p>Ongoing throughout the year</p>	<p>Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in story times. Use new vocabulary in different contexts. Use new vocabulary through the day. Learn rhymes, poems, and songs. Listen to and talk about selected stories to build familiarity and understanding. Develop social phrases. Ask questions to find out more and to check they understand what has been said to them.</p>					

Personal Social Development

The Reception Year provides the foundation for PSHE and SMSC the children will build upon in Year one.

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 Reception Year provides the foundation for many skills the children will build upon in Year one. Y1 Scarf Coverage Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self Regulation Express Feelings	Aware of own feelings, can talk about feelings using words like ‘happy’, ‘sad’, ‘angry’.	Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the emotions board. Beginning to express their feelings and consider the perspectives of others.	Can show pride in achievements by showing work to others. Can make choices and communicate what they need.	Can name people in school they can turn to if they help or are worried. Understand how to use the ‘take 5’ breathing exercise to help with big feelings.	Initiate an apology where appropriate. Beginning to know that others may in different ways to them.	Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.
Self Regulation Manage Behaviour	Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important.	Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.	Understand behavioural expectations of the setting.	Understand why listening is important and attend to other people both familiar and unfamiliar.	Can follow instructions, requests, and ideas in a range of situations.	Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.
Managing Self Self Awareness, keeping healthy	Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.	Can talk about what they are doing and why.	Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.	Happy to stand up in front of the class and share achievements with others Know and talk about the different factors that support their overall health and wellbeing: 1.regular physical activity 2.healthy eating 3.toothbrushing sensible amounts of ‘screen time’	Can talk about their own abilities positively.	See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.

				4. 5. having a good sleep routine		
Managing Self Independence	Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.	Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.	Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.	Can get dressed and undressed for nature school sessions. Begin to show persistence when faced with challenges Knows how to be a safe pedestrian. Can talk about healthy and unhealthy foods.	Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts.	Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.
Managing Self Collaboration	Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.	Begin to share and take turns.	Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.	Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by cooperating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.	Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.
Building relationships Social Skills	Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.	Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.	Seek others to share activities and experiences.	Use language to negotiate, play and organise.	Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.	Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.
Building relationships Communication	All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many accepts of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.					
SCARF Coverage	Me and my relationships • Talk about similarities and differences;	Valuing difference • Be sensitive towards others and celebrate	Keeping Safe • Talk about how to keep their bodies healthy and safe;	Rights and respect • Understand that they can make a difference;	Being my best • Feel resilient and confident in their learning;	Growing and changing • Understand that there are changes in nature and humans;

	<ul style="list-style-type: none"> • Name special people in their lives; • Describe different feelings; • Identify who can help if they are sad, worried or scared; <p>Identify ways to help others or themselves if they are sad or worried.</p>	<p>what makes each person unique;</p> <ul style="list-style-type: none"> • Recognise that we can have things in common with others; • Use speaking and listening skills to learn about the lives of their peers; • Know the importance of showing care and kindness towards others; • Demonstrate skills in building friendships and cooperation. 	<ul style="list-style-type: none"> • Name ways to stay safe around medicines; • Know how to stay safe in their home, classroom and outside; • Know age-appropriate ways to stay safe online; • Name adults in their lives and those in their community who keep them safe. 	<ul style="list-style-type: none"> • Identify how they can care for their home, school and special people; • Talk about how they can make an impact on the natural world; • Talk about similarities and differences between themselves; • Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> • Name and discuss different types of feelings and emotions; • Learn and use strategies or skills in approaching challenges; • Understand that they can make healthy choices; • Name and recognise how healthy choices can keep us well. 	<ul style="list-style-type: none"> • Name the different stages in childhood and growing up; • Understand that babies are made by a man and a woman; • Use the correct vocabulary when naming the different parts of the body; • Know how to keep themselves safe.
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Physical Development						
The Reception Year provides the foundation for physical development skills the children will build upon in Year one.	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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-Statutory Development Matters (2021) Guidance	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Get Set PE	Introduction to PE Unit Unit 1 In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping. Key Skills Physical: Run, jump, hop, skip, balance, crawl Social: Share, communication, work	Introduction to PE Unit 2 In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules. Key Skills Physical: Run, jump, throw, catch, roll, skip Social: Work	Gymnastics Unit 1 In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing Key Skills Physical: Shapes, balances, jumps, rocking, rolling, travel	Gymnastics Unit 2 In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing. Key Skills Physical: Shapes, balances, jumps, rock and roll, barrel	Dance Unit 1 In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback. Key Skills Physical: Actions, dynamics, space	Dance Unit 2 In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback. Physical: Actions, dynamics, space

	safely, co-operation, leadership Emotional: Independence, perseverance, confidence Thinking: Select and apply actions, comprehension, reflection, make decisions	safely, co-operation, support others, communication Emotional: Honesty, confidence, perseverance, determination Thinking: Comprehension, make decisions, creativity	Social: Work safely, collaboration, share and take turns Emotional: Determination, confidence Thinking: Comprehension, creativity, select and apply	roll, straight roll, progressions of a forward roll, travelling Social: Work safely, collaboration, share and take turns, support others Emotional: Determination, confidence Thinking: Comprehension, creativity, select and apply	Social: Work safely, respect, collaboration Emotional: Independence, confidence Thinking: Select and apply actions, creativity, exploration, recall, provide feedback	Social: Work safely, respect, collaboration Emotional: Confidence, independence Thinking: Comprehension, provide feedback, select and apply actions, creativity
Fine Motor – see progression chart and timetable	Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.					
Through access to continuous provision the children will...	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. develop overall body-strength, balance, co-ordination, and agility. develop the foundations of a handwriting style which is fast, accurate and efficient.					

Literacy						
	<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>The Reception Year provides the foundation for many skills the children will build upon in Year one. Y1 expectations</p>	Phonics Phase 3/4	Phonics Phase 4/5	Phonics Phase 5	Phonics Phase 5	Phonics Phase 5	Phonics Phase 6
	<p>Writing Composition: Understand what a sentence is and recognise sentences in my own writing. Say sentences out loud orally before writing them down. Create a sequence of sentences to create their own text. Re-read sentences carefully to spot any mistakes. Identify mistakes in their sentences when they are orally read to them. Discuss what they have written to an adult and a peer.</p>	<p>Genres covered in Y1: Instructional - Recipes Narrative - Fairy tale Informative - Fact File</p>	<p>Vocabulary, Grammar & Punctuation: Know the job of a capital letter and full stop and use them accurately to mark a sentence. Create question sentences and use a question mark to punctuate it correctly. Mark statement and command sentences with an exclamation mark. Identify a statement, question, command, and exclamation sentence</p>	<p>Vocabulary, Grammar & Punctuation: Understand that nouns are objects, people, and places. Use capital letters for proper nouns: people, places, days of the week and I. Understand the job of an adjective and start to identify them in sentences. Begin to use adjectives to create simple noun phrases.</p>	<p>Vocabulary, Grammar & Punctuation: Use talk to organise events and experiences. Write in past tense and use simple past tense verbs. Write in the present tense To be able to use the conjunctions "and", "but" and "because" to create compound sentences. Discuss word meaning of new words.</p>	<p>Reading summary: Make simple inferences about the characters and about events. Predict what might happen next from repetitive phrases and/or from what has already been read. Discuss the significance of the title. Identify the events/points from the text. Explain what has just been read to them orally. Answer simple retrieval questions by finding the information in non-fiction and fiction texts.</p>
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension Skill Development	<p>Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right.</p>	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions</p>	<p>Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when</p>	<p>Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p>

	<p>Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>limited selection. Play is influenced by experience of books (small world, role play).</p>	<p>prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.</p>	<p>do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.</p>	<p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them</p>
<p>Word Reading Development</p>	<p>Hear general sound discrimination and be able to orally blend and segment Use wordless books to establish book behaviours, book talk and to grow vocabulary. Children who are blending confidently can read books with the graphemes s a t p i n m d, but with no tricky words.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
<p><i>Statements addressed across the whole year - Please also see Communication and Language</i></p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge 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. Throughout the year children engage in regular reading sessions in the week which gives them opportunity to apply their phonics knowledge and develop their understanding of what they have read. The reading practice sessions have been designed to focus on three key reading skills: decoding, prosody – reading with meaning, stress and intonation; comprehension – understanding the text.</p>					
<p>Phonics Development <u>Little Wandle</u></p>	<p>Phase 1/2 graphemes Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend</p>	<p>Phase 2 graphemes and tricky words words with –s /s/ added at the end (hats sits)</p>	<p>Phase 3 graphemes and tricky words words with double letters • longer words</p>	<p>Phase 3 graphemes, review all tricky words and words with double letters, longer words, words with two</p>	<p>New tricky words and Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC</p>	<p>Review all tricky words and Phase 3 long vowel graphemes with adjacent consonants</p>

	and segment simple words.	words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)		or more digraphs, words ending in –ing, compound words <ul style="list-style-type: none"> • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	<ul style="list-style-type: none"> • longer words and compound words • words ending in suf_xes: –ing, –ed /t/, –ed /id/ /ed/, –est 	<ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suf_xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words
Reading from Development Matters	Read individual letters by saying the sounds for them. Read their name	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. To begin to segment and blend CVC words to read	Read some letter groups that each represent one sound and say sounds for them. To begin to segment and blend CVC words to read Read a few common exception words matched to the school’s phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read what they have written to check that it makes sense. To write simple sentences which can be read by others.
Emergent Writing Development	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.	Use appropriate letters for initial sounds.	Build words using known letter-sound correspondences in own writing.	Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.	Show awareness of the different audience for writing. Write short sentences with words with known lettersound correspondences sometimes using a capital letter and full stop.
Compositional Skills	Use talk to organise describe events and experiences.	Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	Orally compose a simple sentence and hold it in memory before attempting to write it.	Orally compose a simple sentence/caption and hold it in memory before attempting to write it.	Write a simple sentence/caption which may include a full stop.	Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop.

<p>Spelling Development</p>	<p>Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p>	<p>Orally spell VC and CVC words by identifying the sounds. Write own name.</p>	<p>Spell to write VC and CVC words independently using Phase 2 graphemes.</p>	<p>Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p>	<p>Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p>	<p>Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p>
<p>Handwriting Development</p>	<p>Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.</p>	<p>Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p>Scaffolding Support for Writing</p>	<p>Adults scribing and writing down word for word, child decides part he/she would like to play and then act out the story on a simple stage.</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>	<p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p>	<p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonic mat to support</p>	<p>Child confident to write a simple short story. May still need a phonics mat to support.</p>
<p>Writing Outcomes based on Literary Curriculum texts</p>	<p>Where the Wild Things are Anansi Labels, captions, oral re-telling, developing a new character, call-and-response poems, descriptive posters, simple explanations</p>	<p>Look Up Halibut Jackson Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's log, Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice</p>	<p>The Magic Paintbrush Super Milly Thought bubbles, labels, oral re-telling, writing in role, thank you letters, Letters of encouragement; song lyrics and job applications</p>	<p>The tiny seed I will never eat a tomato Labels and captions, advice, retellings, writing in role, narrative, letter, instructions</p>	<p>Hairy Maclary The night Pirates Writing in role, letters, captions and labels, narrative retellings</p>	<p>So much Izzy Gizmo Past tense sentences, writing in role, performance/ narrative poetry, Signage, letters of advice, lists, labelled diagrams</p>

Typical

Writing Progression:

Pre-Writing			Letter Strings		
Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
Picture tells a story to convey message 	Starting point at any point of paper 	Progression is from left to right 	Symbols that represent letters 	Letters have no relationship 	Letter strings move from L to R and move down the page 
Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
Awareness of print, copied from surroundings 	Beginning and ending letters are used to represent words 	Vowel sounds appear Evidence of tricky words 	A child hears beginning, middle and end sounds. 	Whole sentence writing develops, spaces in between words 	Multiple related sentences with many words spelled correctly, punctuation evident. 

Mathematics						
The Reception Year provides the foundation for physical development skills the children will build upon in Year one.	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.					
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Y1 expectations	Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape and quantity	Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights, mass/weight, time	Number Bonds: Represent and use number bonds and related subtraction facts within 20 (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Shape: Recognise and name common 2-D and 3-D shapes,	Positional Language: Describe position, direction and movement, including half, quarter and three quarter turns	Money: Recognise and know the value of different denominations of coins and notes	Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years
Ongoing Mathematics Skill Development throughout the year	<ul style="list-style-type: none"> • Link the number symbol with its cardinal number value • Count beyond ten. • Compare numbers • Understand the 'one more/one less than' relationship • between consecutive numbers • Compare length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other • shapes within it, just as numbers can. • Days, months of the year songs; Routines; Self registration 					
Ongoing revisits	Count objects, actions, and sounds. Introduction of subitising	Explore the composition of numbers to 5 Subitise up to 5 (perceptual) Automatic recall number bonds 0-5	Explore the composition of numbers to 8 Subitise (intro fo conceptual) Automatic recall number bonds 0-8	Explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose Units	Match, sort and compare Talk about measure and patterns It's me 1, 2, 3	Circles & Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass & Capacity Growing 6, 7, 8	Length, height and time Building 9 & 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Coverage	Matching. Sorting & Comparing - collections Comparing amounts Comparing size, mass & capacity Exploring simple patterns.	Representing 1,2,3,4,5 Comparing 1,2,3,4,5 Composition of 1,2,3,4,5 Formation of 1,2,3,4,5 One more, one less Shapes which complement taught numbers - circle, triangle, square, pentagon. Positional language Time	Introducing zero Comparison of numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Pairs wise, five wise. Representing 6,7,8 Comparing 6,7,8 Composition of 6,7,8 Formation of 6,7,8 Length, height. Time	Numbers 7, 8, 9 Revisit pairs wise, five wise Combining groups Number bonds Graphical representations 3D shapes AB Pattern - continue, copy, and create repeating patterns.	Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning, 3D shape Match, rotate, and manipulate Pattern – ABC, ABB, BBA Sunflower Challenge	Adding more Taking away Number bonds Shape – spatial reasoning Revisit doubles Revisit sharing and grouping Even and odd Develop patterns and relationships
NCTEM Mastering Number	<ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 		<ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a Rekenrek 	

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>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Umbrella	<p>Getting to know you! Our self, our feelings and our families</p> <p>Where the wild things are exploring imaginary worlds and creatures</p> <p>All things Autumn! Exploring seasonal changes through our senses</p>	<p>Let’s explore ‘Light and dark!’ through festivals, celebrations & traditions</p> <p>Let’s explore Space! How will we get there? What might we see?</p> <p>Let’s explore Christmas! Christmas traditions, First Christmas story and celebrations today</p>	<p>Winter and the Polar regions – The Arctic and Antarctic, penguins and the poles</p> <p>Lunar new year -share Lunar new year story of the animal race from Chinese culture</p> <p>Let’s become ‘Superheroes’ including everyday heroes & our favourite characters</p> <p>Trains, planes and automobiles inc emergency vehicles</p>	<p>Step into Springtime! The Wonder of New Life Growing, the tiny seed, new life and Easter, Life-cycles, Eggs hatching to chicks, Tadpoles/frogs</p> <p>Let’s discover dinosaurs, fossils & archaeology</p> <p>Where we live-let’s explore Weybridge and our world finding out about where we live and comparing to other places</p>	<p>Let’s investigate how we can take care of our world</p> <p>Let’s investigate marvellous minibeasts</p> <p>Let’s step into Summer with sunshine, the seaside and the amazing creatures under the sea</p>	<p>Let’s find out about dragons, knights and castles</p> <p>Let’s celebrate the King’s birthday with bunting, crowns and cake! Let’s be inventors – what will we design and make to make the world a better place?</p> <p>Let’s explore keeping healthy through food, fitness & fun!</p>
Celebrations and Experiences	<p>World Mental Health Day Shared learning with parents Library visit and church visit</p>	<p>Diwali Bonfire Night Remembrance Day Anti-bullying week Odd Socks Day Advent/ Christmas Nativity performance Postbox visit <i>Space Dome visit to school</i></p>	<p>New Year Epiphany Make your dreams come true Day Chinese New Year National Story Telling Week Valentines’ Day Open the box theatre company visit on Polar Regions</p>	<p>Shrove Tuesday Ash Wednesday World Book Day Mothering Sunday Start of Ramadan Easter Maths shared learning with parents Broad water Lake field trip</p>	<p>Other faiths Earth Day Painshill Park visit</p>	<p>Father’s Day Sports Week Transition activities Fire Truck visit Fr. Damian to school</p>
The Reception Year provides the foundation for many	<p>History Year 1 My Family History Key Question: What was life like when our grandparents were children?</p>		<p>Geography Year 1 : 1. Our Local Area Key Question: What is it like where we live? Focus: Exploring the local environment.</p>		<p>Science Year 1 Key Units and Focus Areas</p>	

skills the children will build upon in Year one.
Y1 expectations

Focus: Understanding changes over time and family history.
Key Learning Goals:
 Develop awareness of the past and place events/people in chronological order.
 Compare life in different periods, identifying similarities and differences.
 Use historical terms to describe life in the past.
 Explore sources to ask and answer questions about key historical features.
 Recognize and understand various representations of the past.
The Greatest Explorers
Key Question: Who were the greatest explorers?
Focus: The achievements of Roald Amundsen, Robert Falcon Scott, and Mae Jemison.
Key Learning Goals:
 Place explorers in a chronological framework and understand the passage of time.
 Discover how we learn about the past and how it is represented.
 Use sources to identify and understand key events and achievements.
 Use historical terms to describe events and time periods.
Great Inventions – Transport
Key Questions: How did the first flight change the world? Why were the Rainhill Trials important?
Focus: The impact of transportation milestones.
Key Learning Goals:
 Understand the chronological development of transport.
 Explore key events and innovations using stories and sources.
 Compare different time periods and identify changes in transportation.
 Use historical vocabulary to discuss inventions and their effects on society.
Common Themes Across Units:
 Chronological awareness and understanding the passage of time.
 Using sources to ask and answer questions about the past.
 Recognizing similarities, differences, and representations of historical events.

Key Learning Goals:
 Identify significant features and landmarks in the local area.
 Understand spatial concepts such as near/far and often/rarely.
 Learn about maps, including how to create and interpret them using symbols.
2. People and Their Communities
Key Question: Where in the world do these people live?
Focus: Exploring diverse global communities.
Key Learning Goals:
 Name and locate the seven continents of the world.
 Study the human and physical geography of small areas in non-European countries.
 Use images, maps, atlases, and globes to understand geography.
 Ask and answer questions using basic geographical vocabulary
Animals and Their Habitats
Key Question: Where do our favourite animals live?
Focus: Understanding the global distribution of animals and their environments.
Key Learning Goals:
 Name and locate the seven continents and five oceans. Identify countries, continents, and oceans using world maps, atlases, and globes.
 Develop simple fieldwork and observational skills to study environments.
Common Themes Across Units:
 Using maps, atlases, globes, and symbols to explore geography.
 Understanding and describing spatial concepts and locations.
 Developing fieldwork, observation, and questioning skills.
 Building knowledge of continents, countries, and physical and human geography

- The Human Body:** Learn about body parts and their associated senses.
- Seasons:** Observe changes across the seasons, weather patterns, and day length (Autumn/Winter and Spring/Summer).
- Materials:** Identify, name, and classify everyday materials based on their properties (e.g., wood, plastic, metal).
- Animals:** Explore and classify animals by type (e.g., fish, mammals) and diet (carnivore, herbivore, omnivore), and compare their structures.
- Plants:** Identify common plants and trees, and describe their basic structures.
- Animals in Their Environment:** Study habitats, common animals, and Mary Anning's work on fossils.

Common Themes

- Observation and classification.
- Understanding natural changes (seasons, weather).
- Exploring the diversity of life and materials

	Expanding vocabulary with historical terms					
Characteristics of effective teaching and learning	<p>The EYFS statutory framework outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective learning form the bedrock of teaching understanding the world. These are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. <p>It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child's interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community. This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.</p>					
RE Surrey Agreed Syllabus	<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 world.</p> <p>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>					
	Who am I and where do I belong?	Why do we have celebrations?	What can we learn from stories?	What makes something special?	What makes our world wonderful?	What makes a place special?
	Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.					
Chronology skill development	Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.	Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	Talk about and understand changes in their own lifetime, by creating a personal timeline.	Order personal experiences, e.g., recount an educational visit or stories.	Order experiences in relation to themselves and others, including stories.
Enquiry Skill	Know that you can find out information from different sources e.g. internet, books.	Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.	Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of Antarctica. Understand some important processes and changes in the natural world around them, including the seasons	Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change.	Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community and where they work e.g., police, fire service, doctors, dentist.	Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

			and changing states of matter - water to ice.			
Respect skill development	Respect special things in their own lives.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live - Antarctica.	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations.	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations. Describe special events (Easter)	Understand that some places are special to members of their community.	Recognise some environments that are different to the one in which they live - Hot countries. Animals and know how to care for an animal/pets.
Mapping skill development	Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete’s story map around school, seating maps, nature area map and read commons signs and logos.	Draw a simple map of the route to the library using photographs as support Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	Recognise some environments that are different to the one in which they live e.g., Antarctica. Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.	Look at Google maps and find landmarks we know. Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.	Draw information from a simple map and identify landmarks of our local area walk.	Create own maps using grid paper and symbols (x marks the spot treasure maps)
Scientific Knowledge Development	Seasonal Changes – Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather.	Materials – Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials. Know how we can sort objects into groups based on their material. Know what materials can be recycled.	Animals (Polar) Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive in Arctic conditions. Know and explain where a range of animals live e.g. talk about animals which live in a cold places (while looking at Arctic/Antarctic). Describe arctic habitats.	Seasonal Changes - Spring Revisit of objectives from Autumn 1. Humans - Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen.	Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural	Animals (British Wildlife) Revisit of objectives from Spring 1. + Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain. Describing habitats and some microhabitats (animal homes). Make close observations of animals in the natural world. Make comparisons and identify similarities and differences. Understand through books

				<p>Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health.</p> <p>Know the names of body parts.</p> <p>Know humans have five senses.</p>	<p>world.</p> <p>Understand through books and observations that plants change and explain what a lifecycle is.</p> <p>Know and be able to explain a simple lifecycle, E.g., sunflower.</p>	<p>and observations how animals change and grow.</p>
Ongoing communication skill development	<p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p>					
Ongoing observational skill development	<p>Explore the natural world around them by taking part in weekly outdoor learning inspired “Exploring Nature with Children” sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>					

Expressive Arts and 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>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Umbrella	<p>Getting to know you! Our self, our feelings and our families Where the wild things are exploring imaginary worlds and creatures All things Autumn! Exploring seasonal changes through our senses</p>	<p>Let’s explore ‘Light and dark!’ through festivals, celebrations & traditions Let’s explore Space! How will we get there? What might we see? Let’s explore Christmas! Christmas traditions, First Christmas story and celebrations today</p>	<p>Winter and the Polar regions – The Arctic and Antarctic, penguins and the poles Lunar new year -share Lunar new year story of the animal race from Chinese culture Let’s become ‘Superheroes’ including everyday heroes & our favourite characters Trains, planes and automobiles inc emergency vehicles</p>	<p>Step into Springtime! The Wonder of New Life Growing, the tiny seed, new life and Easter, Life-cycles, Eggs hatching to chicks, Tadpoles/frogs Let’s discover dinosaurs, fossils & archaeology Where we live-let’s explore Weybridge and our world finding out about where we live and comparing to other places</p>	<p>Let’s investigate how we can take care of our world Let’s investigate marvellous minibeasts Let’s step into Summer with sunshine, the seaside and the amazing creatures under the sea</p>	<p>Let’s find out about dragons, knights and castles Let’s celebrate the King’s birthday with bunting, crowns and cake! Let’s be inventors – what will we design and make to make the world a better place? Let’s explore keeping healthy through food, fitness & fun!</p>
Celebrations and Experiences	<p>World Mental Health Day Shared learning with parents Library visit and church visit</p>	<p>Diwali Bonfire Night Remembrance Day Anti-bullying week Odd Socks Day Advent/ Christmas Nativity performance Postbox visit <i>Space Dome visit to school</i></p>	<p>New Year Epiphany Make your dreams come true Day Chinese New Year National Story Telling Week Valentines’ Day Open the box theatre company visit on Polar Regions</p>	<p>Shrove Tuesday Ash Wednesday World Book Day Mothering Sunday Start of Ramadan Easter Maths shared learning with parents Broad water Lake field trip</p>	<p>Other faiths Earth Day Painshill Park visit</p>	<p>Father’s Day Sports Week Transition activities Fire Truck visit Fr. Damian to school</p>
The Reception Year provides the	<p>Art (Kapow) <i>A summary of the techniques developed in Y1. The children will be:</i> Mark-making using different drawing tools. Colouring neatly.</p>		<p>Design and Technology (Kapow) <i>A summary of the inspiration work developed in Y1. The children will be:</i></p>		<p>Music (Charanga) <i>A summary of the composition work developed in Y1. The children will be:</i></p>	

<p>foundation for many skills the children will build upon in Year one. Y1 expectations</p>	<p>Showing different tones with pencils. Combining materials. Beginning techniques such as rolling, cutting, moulding, carving and marking using simple tools. Making simple joins when creating clay sculptures. Developing a sketchbook habit. <i>A summary of the influence work developed in Y1. The children will be:</i> Observing and describing patterns and beginning to replicate them. Talking to a peer or teacher about the artwork made. Taking inspiration from notable artwork to influence their own pieces. Expressing and sharing opinions about artwork. <i>A summary of the convey skills developed in Y1. The children will be:</i> Knowledge of all the primary and secondary colours. Identifying colours in pictures and on objects. Deciding which tool would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen.</p>		<p>Developing knowledge that all food comes from plants or animals, that food has to be farmed, grown or caught. Describing the differences between some food groups (i.e., sweet, vegetable etc.) They will learn of at least one British inventor, designer, engineer, chef or manufacturer. They will be beginning to design products that have a clear purpose and an intended user. <i>A summary of the invention work developed in Y1. The children will be:</i> Demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). They will cut, peel or grate ingredients safely and hygienically. Designing a product that uses a slider mechanism. <i>A summary of the improvement work developed in Y1. The children will be:</i> Knowledge of all the primary and secondary colours. Identifying colours in pictures and on objects. Deciding which tool would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen. <i>A summary of the improvement work developed in Y1. The children will be:</i> Knowledge of all the primary and secondary colours. Identifying colours in pictures and on objects. Deciding which tool would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen.</p>		<p>Experimenting with, creating, selecting and combining sounds. Improvising and composing music for a range of purposes. Using and understanding staff and other musical notations. <i>A summary of the performance work developed in Y1. The children will be:</i> Using their voices expressively and creatively by singing songs and speaking chants and rhymes. Listening with attention to detail and recall sounds with increasing aural memory. Playing and performing in solo and ensemble contexts. <i>A summary of the appraisal work developed in Y1. The children will be:</i> Listening with concentration and understanding to a range of high-quality live and recorded music.</p>	
<p>Expressive Art</p>	<p>Children will learn to sing and perform a range of songs and rhymes. In addition, to daily experiences and opportunities offered the children will learn songs and rhymes from 'The Poetry Basket' throughout the year.</p>					
<p>Poems and Rhymes</p>	<p>Chop chop Leaves are falling Falling apples</p> <p>This little piggy went to market Ring a ring a roses Incy Wincy</p>	<p>Five Little Pumpkins Mice Cup of Tea</p> <p>Three blind mice Five little men in a flying saucer Twinkle twinkle little star</p>	<p>Let's put on our Mittens I can build a snowman Furry Furry Squirrel</p> <p>Five little specked frogs Hickory Dickory Dock Hickety Pickety my Red Hen</p>	<p>Pancakes A little seed Spring Wind</p> <p>Five little monkeys I know an old lady who swallowed The grand old duke of York</p>	<p>Under a stone If I were so very small Metamorphosis</p> <p>How much is that doggy in the window Round and round the garden She sells sea shells</p>	<p>I have a little frog Sliced bread Pitter Patter</p> <p>There's a worm at the bottom of the garden I'm a little teapot Here we go Looby Lou</p>
<p>Musical Development Charanga</p>	<p>Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Charanga.</p>					
<p>ME! Pat-a-cake</p>	<p>MY STORIES! I'm A Little Teapot</p>	<p>EVERYONE! Wind The Bobbin Up</p>	<p>OUR WORLD Old Macdonald</p>	<p>BIG BEAR FUNK! a transition unit that</p>	<p>Reflect, Rewind & Replay</p>	

	1, 2, 3, 4, 5, Once I Caught... This Old Man Five Little Ducks Name Song Things For Fingers	The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Rock-a-bye Baby Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	prepares children for their musical learning in Year 1	Listen and Appraise Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place
Artist study	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
	Jackson Pollock (Collaborative work)	Yayoi Kusama Piet Mondrian, Wassily Kandinsky	Yves Klein Joan Miro	Andy Goldsworthy Eric Carle	Vincent van Gogh Henri	Matisse
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative Art	Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below).					
Mark Making/ Drawing	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Skill: observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. Skill: show different emotions in their drawing e.g. happiness, sadness.	Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Skill: Observational drawing - Daffodils	Skill: observational drawing - Sunflowers Show accuracy and care in their drawing.	Skill: produce more detailed work and say what they have included.
Colour	Experience: explore colours and how colours can be changed. Identify light and dark colours.	Knowledge: recognise and name colours.	Skill: to be able to create a wash background and combining colour in the style of Joan Miró.	Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy.	Skill: exploring shades of colour and how to make different shades.	Skill: to be able to choose a particular colour for a purpose.

Painting	Skill/Knowledge: splatter painting in the style of Jackson Pollock	Skill/Knowledge: Only using one colour to create in the style of Yves Klein	Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.	Skill: mix paints to make new colours following instructions.	Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.	Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.
Printing	Skill: printing with hands, feet and fingers.	Skill: printing with sponges and rollers, shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes)	Skill: printing with natural objects/food e.g. leaves, pine cones.	Skill: printing with natural objects/food e.g. leaves, pine cones.	Skill: symmetrical printing - butterflies as inspiration.	Skill: to be able to create using own ideas and explain the choices.
Textiles/materials	Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural.	Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.	Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing.	Skill: Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough.	Skill: Weaving (natural and manmade materials)	Skill: Sewing using a prerunning stitch with natural resources..
3D making	Understanding: to know what transient art is. Transient art will continue to be offered in continuous provision.	Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue.	Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.	Skill/Knowledge: Natural art in the style of Andy Goldsworthy	Skill: Making own props/puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress	Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.
Cutting Skills	Cutting Skill: Using onehanded tools and equipment, for example, making snips in paper with scissors.	Cutting skill: use scissors to cut in a straight line.	Cutting skill: use scissors to cut curved lines.	Cutting Skill: use scissors to cut shapes.	Cutting Skill: use scissors independently.	Cutting skill: use scissors for a particular purpose when combining different media and materials.
Being Imaginative	Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates		Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their		Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary	

	<p>imaginary ones to support play. Develop storylines through small-world or roleplay.</p>	<p>pretend play, building on the contributions of their peers.</p>	<p>and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>
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Our curricular goals highlight all the things that we want children to know, experience and be able to do as a result of their time in Reception. Much of the time the children will guide their own learning but we are mindful of the outcomes we want our children to reach, and guide our children towards them.

St. James
C of E. PRIMARY SCHOOL

Bake a bread roll

Ride a balance bike

At St James we have 6 End of Early Years Goals

To form letters correctly

Know 3 poems and 3 rhymes by heart

To retell 5 stories

Hold a pencil comfortably

Carroll

Aa

The graphic features a central hexagon with the text "At St James we have 6 End of Early Years Goals". Surrounding it are five other hexagons, each containing a goal and an illustrative image: "Bake a bread roll" with a photo of dough; "Ride a balance bike" with a photo of a yellow bike; "To form letters correctly" with a photo of a hand holding a pencil and the letters "Aa" on a grid; "Know 3 poems and 3 rhymes by heart" with a photo of an open book; and "To retell 5 stories" with a photo of an open book and a sailboat. A sixth hexagon at the top left contains the text "Hold a pencil comfortably" and the name "Carroll" written in cursive.