



EYFS Curriculum 2021 Reception (Age 4-5)

|                          | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
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| EYFS CURRICULUM CYCLE A  | My Family and My Feelings  | Julia Donaldson  | Cold Places   | Out of this world  | Pirates  | At the Seaside   |
| TEXTS                    |    |    |    |    |    |     |
| Enrichment Opportunities | Family Stay and Play<br>Parent Coffee<br>Morning Secret Reader<br>Harvest Festival   | Christmas Visit to Delamere<br>Forest Christmas Story  | Family Stay and Play<br>Parent Coffee<br>Morning Messy Science Day  | Easter Visit to the planetarium  | Pirate day<br>Visit from Blackbeard  | Reception Graduation   |

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| Prime Areas   |  |  |  |  |   |  |
|  | Communication and Language   |  |  |  |   |  |
| Listening, attention, and understanding speaking                                  | <p>To know and understand how to listen carefully and why listening is important.<br/><b>Listening rules</b></p> <p>To know and talk about the school values and how they help to keep us happy and safe.<br/><b>Settling Into school</b></p> <p>To be able to engage in story times. To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during</p> | <p>To be able to ask questions to find out more and to check they understand what has been said to them.</p> <p>To be able to begin developing social phrases and engage in story times.</p> <p><b>Role play area: Forest</b></p> <p>To be able to make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> | <p>To be able to articulate their ideas and thoughts in well-formed sentences.</p> <p>To be able to connect one idea or action to another using a range of connectives.</p> <p>To be able to engage in non-fiction books.<br/><b>Books about different habitats including the antartic.</b></p> <p>To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.</p> | <p>To be able to describe events in some detail</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To be able to use talk to explain how things work and why they might happen.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> | <p>To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To know explain how things work and why they might happen regarding the environment and sustainability.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and talk about what they can do to</p> | <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To be able to express their ideas and feelings</p> |


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|  | <p>whole class discussions and small group interactions.</p> <p>Starting school story books/poetry</p> <p>How have we changed and grown? What is special about each of us.</p> <p>To be able to talk about and describe themselves and their families.</p> <p>Chat times at snack time, collective worship, pshe lessons</p> <p>To know and talk about the different people who help us in the school community: dinner ladies, TAs Teachers Head</p> <p>To know and talk about the different people who help us in</p> | <p>Barrier games, Julia Donaldson role play, science and history discussions</p> <p>To know be able to use the new vocabulary taught in Topic in discussions and play</p> <p>Vocab: words from focus story books eg) whoosh</p> <p>To know vocabulary related to science and experimenting: (Room on the broom link - mix pour combine divide, tip , measure)</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> | <p>To be able to 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.</p> | <p>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Planets</p> <p>Universe etc</p> | <p>have a positive impact on the environment.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> | <p>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.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play</p> |
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|  | <p>the community:<br/>police, nurses,<br/>firefighter etc.</p> <p>To know and be<br/>able to use<br/>vocabulary<br/>taught in Topic<br/>in discussions<br/>and play</p> <p>Word wall vocab</p>  |   |   |   |  |  |
| Speaking   | <p><b>ELG:</b></p> <p><b>Listening, Attention and Understanding-</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><b>Speaking-</b> participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.</p> |   |   |   |  |  |
|  | <b>Personal, Social and Emotional Development</b>   |   |   |   |  |  |
| <b>Self-Regulation,<br/>Managing Self<br/>Building<br/>Relationships</b>           | <p>To know the school Values and be able to talk about how they help to keep them happy and safe.</p> <p>Starting school books.</p> <p>Introduce Marvellous Me</p> <p>To be able to talk about how to stay safe.</p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships.</p>  | <p>To be able to show resilience and perseverance in the face of challenge.</p> <p>To be able to Identify and moderate their own feelings socially and emotionally.</p> | <p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Comtinuous provision and PSHE</p> | <p>To be able to think about the perspectives of others.</p> <p>To be able to manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and</p> | <p>To be able to show sensitivity to their own and to others’ feelings.</p> <p>To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge</p> |  |

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|  | <p><b>Barrier games, turn taking games songs and rhymes. Build relationships with Trusted adults</b></p> <p>To know how to be a good friend</p> <p><b>Playtimes and lunchtimes</b></p> <p><b>Continuous provision activities</b></p> <p>To know what to do if they are feeling worried about something.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p> <p><b>Mindfulness activities eg Zen Den , worry monster.</b></p> <p>To be able to work and play cooperatively and take turns with others</p> <p><b>Co-operative games, music lessons, PSHE</b></p> <p>To be able to give focused attention to what their peers and the teachers say.</p> <p><b>Games and songs Involving giving and receiving Instructions such as Simon Says</b></p>   | <p>To be able to display confidence to try new activities</p> <p>To be able to Manage own basic hygiene and personal needs.</p> <p>To know what democracy means and begin to build an awareness of majority votes through voting in class.</p> | <p>To be able to set and work towards simple goals.</p> <p>To be able to display Confidence to try new activities.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to Manage own behaviour.</p> <p>To be able to talk about what is fair and what is not fair.</p> | <p>begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be confident to try new activities and be able to explore different ways of doing things.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to manage own basic hygiene and personal needs.</p> | <p>To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> |
|  | <p><b>ELG</b></p> <p><b>Self-Regulation-</b> 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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing self-</b> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p><b>Building Relationships-</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.</p> |  |  |   |  |




## Physical Development

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|  | Physical Development  |   |   |  |  |   |
| Dance   |   |   | To be able to enact stories through dance To be able to make good use of their developed foot skills through little sequences with a partner<br>To be able to Improve posture through Pony trots and gallops in time with the music<br>To be able to work in pairs and dance crossing hands side by side or facing partner.<br>To be able to complete simple dance sand performed them in small groups. |  | To know more complicated step combinations and more expressive movements carried out in new floor patterns<br>To be able to develop a greater awareness of the music, time signature differences and how they impact the step sequences.<br>To be able to skip in time with Music. |   |
| P.E/Gross Motor Skills  | Develop overall body-strength, balance, co-ordination, and agility.   |   |   |  |  |   |
|   | To be able to move confidently in different ways.<br><br>To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, | To be able to balance and coordinate. safely.<br><br>To be able to negotiate space effectively.<br><b>Range of games with sport coach</b><br>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. | To know and be able to perform in small groups some floor Gymnastic moves.<br><b>PE coach</b><br>To be able to Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including  | To be able to use gymnastics on apparatus to balance, climb & swing.<br><b>PE coach</b><br>To be able to link at least 2 movements together when performing a small range of skills.<br><br>To be able to work sensibly with others, taking turns and sharing whilst | To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.<br><br>To be able to Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. (Fielding, striking, tennis cricket)  | To know how to participate in sporting events.<br><br>To know and participate in different athletic races and events.<br><br>To be able to show good agility, balance and coordination.<br><br>To be able to run throw and jump.<br><br>To be able to use a sequence of movements |

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|  | <p>skipping, climbing.<br/>To be able to listen to instructions and know how to stay safe during P.E lessons.<br/>To knows and be able to travel and balance in different ways, returning to defined space.<br/><b>Planks tyres and crates within continuous provision</b></p> <p>To be able to move on the spot and around with some awareness of others<br/><b>Create slow heavy movements like Elmer</b></p> <p>To be able to experiment with wide range of small equipment learning some</p> | <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To be able to experiment with and develop increasingly complex ways of travelling.</p> <p>To be able to define own space without visible boundaries.</p> <p>To know how to use high apparatus safely. To be able to use high apparatus such as climbing structures in P.E and in the playground.</p> <p>To be able to experiment with wider range of equipment and use with more control.</p> | <p>dance, gymnastics, sport,</p> <p>To be able to perform a single skills or movement with simple control.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p> | <p>Comparing movements and skills with others.</p> <p>To be able to use equipment properly and move and land safely.</p> <p>To be able to work in a team collaborating and problem solving. (Outdoor and adventurous activities)<br/><b>Building using planks tyres and guttering</b></p> | <p>To know and consolidate travelling and balancing skills through building sequences.</p> <p>To be able to Experiment with direction and be able to change direction and speed whilst maintaining personal space.</p> <p>To know what constitutes a healthy lifestyle.<br/>To be able to Use large and small apparatus safely and with some skill.</p> | <p>with some changes in level, direction or speed</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To know and use relevant vocabulary when observing changes in self and others when exercising.</p> |
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|                   | <p>degree of control.</p> <p>To be able to name basic tools and explain their safe use in P.E.</p> <p>Large balls,<br/>bean bags<br/>Small balls</p>   | Tyres planks<br>guttering crates |  |  |  |  |
|                   | <p><b>ELG</b></p> <p><b>Gross Motor Skills-</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p>  |                                  |  |  |  |  |
| Fine Motor Skills | <p>To know and be able to 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.</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their fine 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. Develop fine motor skills- holding pencil correctly, using scissors etc.</p> <p>Fine motors skills to be continually developed through.</p> <ul style="list-style-type: none"> <li>• Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes</li> <li>• Use of Clips, Clasps, zips, buttons and Screwing Jars</li> <li>• Finger Puppet</li> <li>• Building with small Lego and small Contruction.</li> <li>• Sort small bits and pieces using tweezers.</li> <li>• Nuts and Bolts</li> <li>• Pasta Lacing</li> <li>• Peg Boards and Pin Boards</li> <li>• Pipettes in the Water</li> <li>• Jugs in water</li> <li>• Play-dough (dough disco)</li> </ul> |                                  |  |  |  |  |



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|   | <ul style="list-style-type: none"><li>• Tearing Paper</li><li>• Threading the Lace</li><li>• Tweezer Tub</li><li>• Funky finger activities</li><li>• Air writing In phonics</li></ul>  |   |  |  |  |  |
| Fine Motor Skills   | <b>ELG</b><br><b><i>Fine Motor Skills-</i></b> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. |   |  |  |  |  |
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|  | <b>Mathematics</b>   |   |  |  |  |  |
| <b>Number and Numerical Patterns</b>  | <u>Numbers 0,1,2,3,4,</u><br><br>To be able to match amounts and compare numbers 0-4 using language of more, less, fewer or the same as (counters, dice, Numicon, dominoes, fingers, numeral, irregular arrangements   | <u>Numbers 4, 5, ,6,7,8</u><br><br>To be able to match amounts and compare numbers using language of more, less, fewer, the same, equal 0-8 (counters, dice, Numicon, dominoes, fingers, money numeral, irregular arrangements and groups of objects) | <u>Numbers 5, 6, 7 ,8,9</u><br><br>To be able to match amounts and compare using mathematical language (counters, dice, Numicon, dominoes, fingers, money numerals, irregular arrangements)<br><br>To know and be able to form numbers 0-9 | <u>Numbers 7, 8, 9, 10</u><br><br>To know and be able to form numbers 0-10<br><br>To be able to Order numbers and say what one more and one less is.<br><br>To be able to count forwards and backwards on a number line.<br><br>To know what halving means and be able to use halving language | <u>0 to 20 Numbers 10, 11, 12, 13, 14, 15</u><br><br>To know and be able to form Numbers 0-15<br><br>To know Addition and subtraction methods.<br><br>To be able to solve addition and subtraction problems in a range of ways.<br><br>To be able to order numbers and count | <u>Numbers 16, 17, 18, 19, 20</u><br><br>To know and be able to form Numbers 0-20<br><br>To be able to Order numbers 0-20 and say what one more or one less is<br><br>To be able to count forwards and backwards on a number line. |
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|  | <p>and groups of objects.</p> <p>To know and be able to form numbers 0-4</p> <p>To be able to order numbers 0-4 and say what one more or one less is</p> <p>To be able to Count orally and count with one-to-one correspondence</p> <p>To be able to subitise- dice, Numicon, dominoes, fingers numeral, irregular arrangements. recognising different amounts without counting.</p> | <p>To know and be able to form Numbers 0-8</p> <p>To be able to order numbers and say what one more or one less is.</p> <p>To be able to count orally and with one-to-one correspondence.</p> <p>To know anything can be counted and be able to count actions and sounds.</p> <p>To know coins, have different values.</p> <p>To be able to recognise coins and begin to match amount to coin values 1p,2p, 5p</p> <p><b>Forest and potion shop role play</b></p> <p>To know different times of the day, days of the week</p> | <p>To be able to order numbers and say what is one more or one less</p> <p>To be able to count with one-to-one correspondence. To be able to count forwards and backwards on a number line understanding one more and one less.</p> <p>To know the action and be able to recognise Subtraction- Recognise ‘-’ and ‘=’ sign.</p> <p>To Know the group gets smaller when something is taken away. To begin to solve subtraction number sentences with concrete objects.</p> | <p>such as sharing, equal and even. To be able to halve shapes and numbers. To know that halves are equal.</p> <p>To be able to find halves with concrete objects.</p> <p>To be able to begin to recall halving number facts.</p> <p>To be able to begin to recall double number facts.</p> <p>To be able to share equally using part, part whole. Focus on odds and evens.</p> <p>To know odd and even numbers to 10 then 20</p> <p>To be able to Subitise- Subitising- dice, Numicon, dominoes, fingers numeral, irregular arrangements. (Recognising different</p> | <p>forwards and backwards</p> <p>To know and recognise coins and be able to add amounts using coins.</p> <p>To be able to tell the time- O clock, half past and an hour later</p> <p>To be able to make comparisons with Lenth, weight and Capacity.</p> <p>To be able to Share equally (part, part, whole)</p> <p>To be able to halve numbers.</p> <p>To know number facts, focus on odds and even.</p> <p>To be able to Double numbers and know-doubling facts.</p> <p>To be able to recall addition facts to 10</p> | <p>To be able to recognise different coins and make amounts using them.</p> <p>To be able to solve money subtraction problems.</p> <p>To be able to tell different times.</p> <p>To Know 2D, 3D shapes and shapes properties.</p> <p>To be able to Recognise and create patterns.</p> <p>To be able to halve numbers and know and recall halving number facts</p> <p>To be able to Double and know and recall double number facts.</p> <p>To be able to solve Number word problems- (addition and subtraction) with manipulatives and mentally.</p> |
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|  | <p>Money- Using money in role play and beginning to recognise different coins.</p> <p>To be able to Show awareness for different times of the day- (morning, lunch time afternoon, dinner time evening bedtime)</p> <p>School routines: quiet reading, lunchtime, playtime</p> <p>To know the days of the week.</p> <p>Daily: Date on whiteboard</p> <p>To know 2D shapes and be able to talk</p> | <p>and months of the year.</p> <p>Daily date on board, days of the week song, birthday calendar</p> <p>To know 2D shapes and shape properties.</p> <p>To be able to select and rotate shapes building an awareness that shapes can have shapes within it.</p> <p>To be able to subitise using dice, Numicon, dominoes, fingers numeral, irregular arrangements. (Recognising different amounts without counting.)</p> <p>To know the actions and recognise '+' and '=' signs</p> | <p>To know and recognise coins.</p> <p>To know coins, have different values and be able to say what some coins values are.</p> <p>To know the minute and hour hands on a clock.</p> <p>To begin to be able to tell O'clock and half past times.</p> <p>To be able to talk about patterns in events using language first, then, after before.</p> <p>To know and be able to talk about 3D shapes and shape properties.</p> <p>To be able to talk about and identify patterns and create own patterns.</p> | <p>amounts without counting.)</p> <p>To be able to add subitised amounts counting on from the first number to solve addition number sentences.</p> <p>To be able to add using different addition methods. (Fingers, Numicon, manipulates, number lines and mentally)</p> <p>To know number bonds</p> <p>To be able to recall of number bonds</p> | <p>To be able to Subitise different amounts in different contexts</p> <p>Have a strong sense of numbers to 10 recognising, writing, adding taking away counting back or on and recalling number facts.</p> <p>To be able to count in 2s, 5s and 10s</p> | <p>To be able to count in 2s, 5s and 10s</p> |
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|   | <p>about their properties.</p> <p><b>Construction using small parts and junk modelling In continuous provision</b></p>   | <p>To know that addition involves combining two or more groups of objects.</p> <p>To be able to solve some addition number sentences.</p> <p>To begin to know a double is the same again.</p> <p>To be able to find double numbers using concrete resources. 1-8</p> | <p>To be able to begin to recall double facts.</p> <p>To be able to Subitise different amounts</p> |  |  |                                     |
| Shapes, Space and Measures  | <p><b>ELG:</b></p> <p><b>Number-</b> Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.</p> <p><b>Numerical Patterns-</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities s 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 odds and evens, double facts and how quantities can be distributed equally.</p> |  |  |  |  |                                     |
|  | <b>Literacy</b>  |  |  |  |  |                                     |
| <b>Comprehension Word Reading</b>   | To know some graphemes and   | To be able to blend sounds to read words.  | To knows the sounds for each letter in the   | To knows the sounds for each letter in the | To be able to form lower-case and capital letters correctly. | To be able to write sentences using |

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| Writing | phonemes. (Set 1)<br>To be able to correctly form the graphemes and say the phonemes to match.  | To be able to segment and write simple cvc words.  | alphabet and at least 5 digraphs<br><br>To be able to read and write some CVCC words.<br>To know and be able to read a few common exception words matched to the school's phonic programme. | alphabet and at least 10 diagraphs.<br><br>To be able to read words consistent with their phonic knowledge.                           | To be able to segment and spell words and write simple phrases and sentences that can be read by others.   | adjectives, nouns and connectives.<br><br>To be able to consistently use capital letters, finger spaces and full stop.   |
|         | To begin to know some tricky red words.   | To begin to be able to write some short captions, labels, and sentences with adult support.<br><b>Labels and captions for potions in the role play area.</b> |   | To be able to read simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | To be able to read words, sentences and stories consistent with their phonic knowledge, including some common exception words.   | To be able to re-read what they have written to check that it makes sense.   |
|         | To begin to be able to blend some CVC words.  | To begin to be able to read some short sentences.  | To be able to read words consistent with their phonic knowledge.  | To be able to segment and spell words.  | To be able to draw and innovate story maps from well-known stories.  | To demonstrate understanding of what they have read by retelling and answering comprehension questions.  |
|         | To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Begin to be able to write CVC and CVC words.   | To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.   | To begin to be able to talk about connectives in sentence writing.  | <b>Paddington stories</b><br>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  |
|         |   | To begin to be aware of sentence structure (capital letters, finger spaces and full stops)   | To be able to read words consistent with their phonic knowledge, including some common exception words.   | To be able to re-read these books and build up their confidence in word reading, fluency, understanding and enjoyment.                | To be able to anticipate (where appropriate) key events in stories   | To be able to 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. Write |
|         | To be able to anticipate (where   | To be able to participate in shared writing experiences in whole class writing sessions and story maps.  | To be able to write recognisable letters, most of which are correctly formed.<br>To be able to segment and Spell words when writing independently.  | To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives                          | To be able to use and understand recently introduced vocabulary during discussions about stories,  |  |


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|  | <p>appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.<br/><b>Harvest Poems</b></p> | <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To be able to anticipate (where appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.<br/><b>Firework poems and finger rhymes</b></p> <p>To be able to talk about story structures.</p> <p>To be able to talk about characters, settings, authors and illustrators from focus texts.</p> | <p>To be able to write simple captions and sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To begin to be able to draw and innovate story maps from well-known stories.<br/><b>Jack Frost poems</b><br/><b>The Snowy Day Poem</b></p> <p>To be able to demonstrate understanding of what has been read to them.</p> | <p>using their own words and recently introduced vocabulary.</p> <p>To be able to write simple sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.<br/><b>Spring poems</b><br/><b>Space poems</b></p> <p>To begin to be able to draw and innovate story maps from focus stories.</p> | <p>nonfiction, rhymes and poems and during role play.<br/><b>Tourist Information</b></p> | <p>simple phrases and sentences that can be read by others.</p> <p>To be able to introduce narratives in their own writing and story maps.</p> |
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|   |   | To begin to learn letter names.   |   |  |   |   |
| <b>Phonics</b>  | RWI Programme to take place daily   |   |   |  |   |   |
|   | <p><b>ELG</b></p> <p><b>Comprehension-</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p><b>Word Reading-</b> Say a sound for each letter of the alphabet and at least 10 diagraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing-</b> Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> |   |   |  |   |   |
|  | <b>Understanding the World</b>  |   |   |  |   |   |
| <b>History</b>  | <p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about themselves in the past when they were younger and make sense of</p>  | <p>To know some historical facts and stories from different religions and celebrations.</p> <p><b>Bonfire night/Guy Fawkes</b></p> <p>To know and talk about some influential figures from the past such as <b>Guy Fawkes</b></p> | <p>To be able to compare characters from stories, including figures from the past.</p> <p><b>Robert Scott and other explorers</b></p> | <p>To be able to Look at Similarities and differences between the natural world around them in the past and present.</p> | <p>To be able to continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.</p> <p><b>Belonging-RE</b></p> <p>To be able to respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.</p> <p><b>Visit to Mandir and Open centre end May</b></p> | <p>To know about influential figures from the past and discuss historical events that have happened in the past such as the discovery the that the world was round, the first man and woman on the moon and the discovery of dinosaurs through palaeontology.</p> |

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|                  | <p>their family history.</p> <p>To know, name and describe people who are familiar to them.<br/><b>Talk about who Is In their family during PSHE sessions</b></p> <p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past.</p> | <p>To be able to Comment on images of familiar situations in the past.</p> <p><b>Remembrance day</b></p> <p>To be able to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To know about some influential figures from the past such as <b>Guy Fawkes</b></p> |   |  |  | <p>To be able to comment on images situations in the past.</p> <p>.</p> |
| <b>Geography</b> | <p>To be able to draw information from a simple map for their local area.</p>   | <p>To know and understand that some places are special to members of their community.</p>   | <p>To be able to recognise some similarities and differences between life in this country</p> | <p>To know and understand the important processes and changes in the natural world around them building an understand of how</p> |  |   |










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|                |  | <p><b>Oakvale church, school</b></p> <p>To know and name some important places of worship.<br/> <b>Visits to Oakvale church for Harvest, choir concert and. Christmas</b></p> <p>To know about different celebrations that occur in Autumn (Bonfire night, Remembrance Day, Christmas and black history month<br/> <b>Themed collective worship</b></p> | <p>and life in other countries.</p> <p>To be able to compare the natural world in different places around the world. (Looking at geographical and climate differences.</p> <p><b>Compare Antartic to our climate and the animals that live there.</b></p> <p>To learn about different cultures in other places in the world.</p> | <p>human activity can have a negative impact on the environment and what they can do to look after the natural world.<br/> To be able to Draw information from a simple Aventure map.</p>                 |  |  |
| <b>Science</b> | <p>To be able to explore the natural world around them, making observations and drawing pictures and observing Important changes and Seasons using</p> | <p>To be able to explore the natural world around them, making observations and drawing pictures of animals and plants.<br/> <b>Autumn display: conkers, acorns, coloured leaves,</b></p>   | <p>To be able to Explore the natural world around them.</p> <p><b>Ice frost &amp; snow</b></p> <p>To be able to describe what they see, hear, and feel whilst outside.</p>   | <p>To know what they can do to make positive changes towards suitability</p> <p>To be able to make observations and draw pictures of animals and plants.</p> <p>To Understand the important processes</p> | <p>To know what a plant needs to grow.</p> <p>To be able to explain some concepts of growth through observation of seeds growing in class.<br/> <b>Outdoor area planters</b></p> <p>To know about some lifecycles with a focus</p> | <p>To be able to talk about the differences between materials and changes they notice.</p> <p>To explore and talk about different forces they can feel when experimenting.</p> <p>To be able to carve at Forest School</p> |

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|   | <p>Forest School Area.</p> <p>To be able to describe what they see, hear, and feel whilst outside using Forest school Area.</p>  | <p>To know and understand the important processes and changes in the natural world around them, including seasons and changing states of matter through observations and investigations at forest school</p> <p>Exploring changes to Ice, mud, clay, paint, pumpkins, sunflower heads and dough, Messy Science Day!!</p> | <p>To begin to understand the negative impact that humans can have the environment.</p> | <p>and changes in the natural world around them, including seasons and changing states of matter.</p> <p>To understand the life cycle of a chick. Explore school pond and tadpoles.</p> | <p>on caterpillars and tadpoles.</p> <p>To know how to care for the natural environment and living thing</p> <p>Tadpoles School council litter picking competition</p> | <p>To be able to make Bird Feed and Fires at Forest school building an appreciation for non-materialistic aspects of life.</p> <p>To know about healthy foods that grow naturally</p> <p>Kerela coffee tea bananas video clips</p> |
|   | <p><b>ELG</b></p> <p><b>Past and Present-</b> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, culture, and Communities-</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images 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, nonfiction texts and (when appropriate) maps.</p> <p><b>The Natural World-</b> Explores 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 to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p> |  |   |   |  |  |
|  | Expressive Arts and Design   |  |   |   |  |  |

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| Music                   | To be able to sing in a group or on their own, increasingly matching the pitch and following the melody.  | Listen to and explore the beats of different music from around the world.<br>To know that different music is played for different celebrations.<br>To be able to learn to play percussion, instruments and to listen as they play to the sounds they make. To know that sounds can be changed by altering the way they are made<br><b>Creating Firework music</b> | To know different songs and dance from around the world.<br><br>To be able to join in simple songs remembering some of the words.<br><b>Old Jacky Frost song</b><br>To be able to participate in action songs which call for movement | To know a repertoire of songs- nursery, topical, seasonal, interdenominational, and multi-cultural<br><br>To be able to Imitate and create movement in response to music<br><b>Five Little Men in a flying saucer</b><br>To be able to Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound. | Be able to listen attentively, move to, and talk about music, expressing their feelings and responses.<br><br>To know that they can use their voices whilst acting to create a dramatic affect.<br><br>To draw observational pictures<br><b>Buildings textures project Plan B</b> | To be able to watch and talk about dance and performance art, expressing their feelings and responses.<br><br>To Begin to be able to move rhythmically. To be able to Recognise repeated sound and motion movements to music<br><br>To be able to perform in the Leavers Service. To be able to perform In front of an audience |
|                         | To know a range of songs related to themselves and their communities.<br><br>To be able to explore sound through: Singing topical, multicultural, seasonal etc songs. | To be able to Move to musical stimuli and keep in time to the music.<br><b>CBeebies firework dance video clip</b><br><br>To be able to perform songs on stage to others.<br><b>Nativity</b>   | To be able to move to musical stimuli in a variety of ways, e.g. hopping, marching, skipping, and jumping   |  |   |   |
| Creating with Materials | To be able to explores what happens when  | To learn about and create arts and crafts from different  | To be able to return to and build on their previous   | To be able to create collaboratively sharing   | To be able to safely use and explore a variety of   | To know and select tools and techniques needs to  |

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| <p><b>Being Imaginative and expressive</b></p> | <p>they mix colours.<br/><b>Free choice painting</b><br/><b>Creating sea creatures</b></p> <p>To be able to experiment to create different textures.<br/>To draw and paint pictures of their families and people in the community who help us.</p> <p>To be able to develop storylines in their pretend play.<br/><b>Aquarium role play</b></p> <p>To know that different media can be combined to create new effects.</p> <p>To be able to play with others during role play</p> | <p>cultures e.g Rangoli patterns, Divas, Christmas cards, Hanukah cards.</p> <p>To know colours can be mixed to make a new colour.<br/><b>Firework gloop Investigation</b><br/><b>Messy Day!</b></p> <p>To be able to invent narratives in role play and when playing in the playground.</p> <p>To be able to play with others during role play who are engaged in the same theme.<br/>To be able to sing and perform songs and rhymes from different celebrations.<br/><b>Bonfire rhymes</b><br/><b>Nativity play songs</b></p> <p>To create narratives with different cultural dress up</p> | <p>learning, refining ideas and developing their ability to represent them.<br/>To know that different materials can be used to create Art.</p> <p>To be able to explore art from different places around the world.</p> <p>To be able to use simple tools and techniques competently and appropriately when creating arts from round the world</p> <p>To be able to selects tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used.</p> | <p>ideas, resources, and skills.</p> <p>To be able to use props and role play to tell stories and act out narratives in play.</p> <p>To know different uses and purposes for a range of media materials.</p> <p>To be able to use paints and pastels and other resources to create observational drawings.</p> <p>To introduce a storyline or narrative into their play.<br/><b>Reenact Blue Jackal And Tiger Child</b></p> <p>To perform rhymes in the Easter concert.<br/><b>Little chick waits</b><br/><b>Hot Cross Buns</b></p> <p>To be able to Manipulate materials to achieve a planned effect.</p> | <p>materials, tools and techniques.<br/>To be able to experiment with colour, design, texture, form and function<br/><b>Rubbings and sketching</b></p> <p>To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes.<br/><b>Winster Buildings mural</b></p> | <p>shape, assemble and join materials.<br/>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>To make props and to tell adventure stories .</p> <p>To engage with topic related role play.</p> <p>To perform a narrative with their class in the Leavers Service /Wakes service</p> |
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|  | <p>who are engaged in the same theme.<br/>To create simple representations of events, people and objects.<br/><b>Recreating aquarium creatures</b></p> <p>Techniques and Skills;<br/>Portrait Drawing<br/>Pattern Printing<br/>Using Sponges and templates<br/>Paper and Textiles collage</p> | <p>items, clothing, dolls and small world.</p> <p>To make props and retell historical stories for different celebrations.<br/><b>Guy Fawkes</b><br/>To perform songs in the celebrations, show.<br/><b>Nativity play</b></p> <p>Techniques and Skills;<br/>3D clay sculpture<br/>Natural object sculpture<br/>Painting from observation</p> |  | <p><b>2 and 2D construction materials</b></p> <p>Techniques and Skills;<br/>Painting using pointillism<br/>Still life drawing – pastel and pencil<br/>Digital drawing</p> | <p>Techniques and Skills;<br/>To be able to construct with a purpose. Printing using a range of natural and man-made objects<br/>Paper sculpture<br/>Large scale collage</p> | <p>Techniques and Skills;<br/>Photography<br/>Landscape painting<br/>Wax Resist landscapes</p>             |
|  | ARTIST  |   |  |   |  |  |
|  | <p>Yayoi Kusama</p>    | <p>Brett Kern</p>    | <p>Henri Rousseau</p>  | <p>Van Gogh</p>    | <p>Brigit Reilly</p>    | <p>Michael Kenna</p>  |

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|   | <p><b>ELG</b></p> <p><b>Creating with Materials-</b> 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 roleplaying narratives and stories,</p> <p><b>Being Imaginative and Expressive-</b> Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and (when appropriate) try and move in time with Music.</p> |   |  |
|  | <h2>Computing</h2>  |   |  |
| ICT   | <p>To be able to Use a simple programme on the iPad or interactive whiteboard and predict the behaviour of a simple pattern.</p> <p>(Phonics play, paint, Top Marks)</p> <p>Phonics play app on iPads</p> <p>Games on interactive white board</p> <p>(maths numberline, counting objects etc</p>  | <p>To be able to execute a sequence of instructions on a programming toy or app to guide a robot.</p> <p>Bee Bot &amp; Daisy the Dino app on Ipads</p> <p>Safer Internet Day</p> <p>To know some ways to stay safe online.</p> <p>To be able to Use a digital camera or IPad to record images and videos.</p> | <p>To know information can be retrieved from a computer.</p> <p>To know and understand different uses of technology and know-how computers help us outside school.</p> <p>To Know how to stay safe online.</p> |