**Be the best that you can be**



**RECEPTION**

**Long Term Plan**





***St Joseph’s Primary School***

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| **St Joseph’s RC Primary School**  **Reception Long Term Plan** | | | | | | | | |
|  | **Autumn 1** | **Autumn 2** |  | **Spring 1** | **Spring 2** |  | **Summer 1** | **Summer 2** |
| **General Themes** | **Empatico Activity | Get to Know YouGetting to know you!** | **Dark days, Cosy Nights!** | **People who help Us** | The World Around Me (Look Closer ...**My World around me!** | **Mini Beasts** | **Animals of the World** |
| **Non Negotiable texts**  Reading Behaviours Structure of texts Rhythm and Rhyme  Autumn 1 non-negotiable text  Autumn 2 non-negotiable text  Spring 1 non-negotiable text  Spring 2 non-negotiable text  Summer 1 non-negotiable text  Summer 2 non-negotiable text | No, David  This is London  Little Owl’s Night  I want My Potty  Funny Bones  Zen Shorts  Pumpkin Soup  Good Night Gorilla  Perfectly Norman  Oh the Places You’ll Go  The Something  Dreaming Up  Lemonade in Winter  Owl Babies  My Friend Bear  Not Now Bernard  We’ve All Got Belly Bottons  Usborne: Pepp inside night time  We’re Going on a Bear Hunt  Night Monkey, Day Monkey  Can’t You Sleep Little Bear  Bear Snores On  Gruffalo’s Child | | Topsy and Tim collection – People who help us  Dr Raj – superhero like you!  StellaLuna  The Three Robbers  My Grandpa  Daddy Lion’s Tea Party  Peace at Last  Cinnamon  A Bear Called Paddington  Cops and Robbers  Hairy Maclary & Donaldson’s Dairy  Colours of Us  Thunder Boy Jnr.  Beegu  In the castle  **Gracias Thanks**  The Enormous Watermelon  Baby Goz  A first Book of Nature  Follow the yellow Line | | You Can’t Take an Elephant on a Bus  Penguin  You Choose  There’s Commotion in the Ocean  The Bad Tempered Ladybird  The Hungry Caterpillar  The Emerald Forest  Rumble in the Jungle  A very Busy Spider  Meerkat Mail  Fiona the Fruit Bat  Sing Like a Whale  Giraffes can’t dance  Hey, Little Ant  Mad about Minibeasts  My First book of garden beasts  We’re going on a bear Hunt  Luna loves Gardening  Dear Zoo  Fran’s flower  Jack and the Beanstalk  Monkey puzzle  Walking through the jungle | |
| **‘WOW’ moments Enrichment**  **Trips visitors** | * Harvest Festival * Imagine That – Science museum * Park playground with pumpkin hunt * Parent workshop – phonics and reading | * Autumn Investigation in the outback area * Bonfire/marshmallows * Remembrance Day * NATIVITY |  | * Police visit * Nurse/Dentist visit * Chinese New Year- customs and traditions with Chinese restaurant trip | * Beeston Castle * Medieval Banquet * Playground and Easter egg hunt (maps) |  | * Mini-beast Hunt in outback area and school grounds * Caterpillar hatching programme and/or wormery * Bug Ball * Follow the line to local park based on text (maps) | * Blackpool Zoo * Seaside whole school trip * Park playground and teddy bears picnic |
| **C.O.E.L** | **Characteristics of Effective Learning**  **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. | | | | | | | |
| **Over Arching Principles** | **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.  **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.  **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  **Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.  *PLAY: At St Joseph’s RC Primary school, we understand that children learn best when they are absorbed, interested and active.  We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘****Learning through play’*** *PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team*  ***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.*** | | | | | | | |

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| **Our Curriculum Goals** | | | |
| To become a  **Confident Communicator**  who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings. | To become an  **Independent Individual**  who can follow the school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. | To become a  **Fantastic Friend**  who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others’ ideas and feelings. | To become an  **Amazing Athlete**  who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. |
| To become a  **Talented Tool User**  who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence. | To become a  **Brilliant Bookworm**  who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). | To become a  **Wow Writer**  who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others. | To become a  **Master of Maths**  who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5. |
| To become an  **Exceptional Explorer**  who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. | To become a  **Compassionate Citizen**  who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people’s cultures and beliefs. | To become a  **Proud Performer**  who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm. | To become a  **Dynamic Designer**  who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. |
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| **British Values** | **Mutual respect**  We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. Al cultures are learned, respected and celebrated. | **Mutual tolerance**  Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. | | **Rule of law**  We all know that we have rules at school that we must follow. We know how to talk to if we don’t not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. | | **Individual liberty**  We all have the right to have our own views. We are all respected as individual. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. | **Democracy**  We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. | **Fundamental British** Values Underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating the diversity of the United Kingdom. |
| **Assessment Opportunities** | \*Reception Baseline Assessment  \*Phonics Assessment  \*Team meetings with EYFS lead end of term progress in low attainment in core areas | \*Pupil Progress meetings.  \*Team meetings  \*Moderation – in house  \*End of term Assessment  \*Phonics Assessment  \*EYFS lead meet moderation Literacy reading and writing | | \*Pupil Progress meetings  \*Phonics Assessment  \*Moderation in house Maths | | \*Parents Evening  \*Moderation EYFS lead – maths  \*Mid year assessment  \*Phonics Assessment | \*Pupil Progress meetings  \*Phonics Assessment  \*Team meeting ELG booster/targets/interventions | \*End of term Assessment  \*Moderation – external  \*End of year reports  \*Phonics Assessment  \*Handover of assessments to Y1 |
| **Parental Involvement** | \*Welcome stay and play!  \*Phonic Workshop  \*WOW moment sharing | \*Parents Evening  \*Nativity  \*Remembrance day assembly  \*WOW moment sharing  \*EYFS Personal development ceremony/workshop | | \*Look at what I can do now…these are my next steps workshop/presentation session  \*WOW moment sharing  \*Mother’s day assembly | | \*Parents come in who have jobs that help us.  \*Easter Bonnet Parade  \*WOW moment sharing  \*Parent workshop – maths  \*EYFS Personal development ceremony/workshop | \*Parents Evening  \*WOW moment sharing | \*End of Year reports  \*EYFS Personal development ceremony/workshop  \*Y1 transition info sharing |
| **Communication and Language**  Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting. | **Educational Programme**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | | | | | | | | | | |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions,  **Daily story time using high quality texts (from the EYFS non-negotiable texts.)** | \* I can connect one idea or action to another using a range of connectives.  \* I can engage in story times, developing my vocabulary.  \* I can use new vocabulary in different contexts.  \* I can listen carefully to rhymes and songs, paying attention to how they sound.  \* I can join in with whole class activities and concentrate for the duration.  \* I can follow a routine instruction, e.g. books away.  \* I can respond to a peers  request and reply.  \* I can learn rhymes, poems and songs.  \* I can listen carefully and understand why listening is important.  \* I can use simple connectives in speech, e.g. and, but.  \* I can develop my social phrases. | | \* I can ask questions when I don’t understand instructions.  \* I can use new vocabulary linked to new learning, for example, changes in materials: ‘dissolving’, ‘drying’, ‘evaporating’; in music: ‘percussion’, ‘tambourine’.  \* I can offer my ideas in small group contexts.  \* I can use new vocabulary through the day.  \* I can have fun saying new words in an exaggerated manner.  \* I can use full sentences, sometimes with encouragement, to express complete ideas.  \* I can speak in whole class situations.  \* I can answer “How” questions. | |  | | \* I can conduct a simple back and forth conversation, paying attention to peer/adult and responding appropriately.  \* I can show attentive listening skills at input times, e.g. during Phonics, and I am quick to act on instructions.  \* I can ask questions when I don’t know what a word means.  \* I can discuss which category a word is in, for example: “A cabbage is a kind of vegetable. It’s a bit like a sprout but much bigger”.  \* I can use non-fiction books, to extend my knowledge of the world and illustrate a current topic. | \* I can ask questions to find out more and to check that I understand what has been said in a variety of contexts.  \* I can listen to and talk about stories to build familiarity and understanding.  \* I can use complete sentences in my everyday talk.  \* I can offer small explanations that demonstrate my understanding on a topic/story.  \* I can answer “Why” questions. |  | \* I can use speech to organise simple activities and problems/conflicts.  \* I can use talk to help work out problems and organise my thinking and activities, and to explain how things work and why they might happen.  \* I can articulate my ideas and thoughts in well-formed sentences.  \* I can use recently-modelled language independently, across everyday contexts and all areas of learning. | \* I can listen to and talk about selected non-fiction, developing a deep familiarity with new knowledge and vocabulary.  \* I can describe events in some detail. Understanding that it is important to get things in the right order, using sequencing words.  \* I can retell a story, once I have developed a deep familiarity with the text, using some exact repetition and some in my own words. |
| **Personal, Social & Emotional Development** | **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 peacefully. These attributes will provide a secure platform from which **children can achieve at school and in later life.** | | | | | | | | | | |
| **Managing Self**  **Self-regulation**  **Making Relationships** | \* I can express my feelings and give simple reasons about why I feel that way.  \* I can follow familiar, routine instructions independently.  \* I can say ‘please’, ‘thank you’ and ‘excuse me’ at appropriate times.  \* I can behave appropriately in accordance with the class rules.  \* I can follow a simple instruction as part of a group, e.g. sit down, let’s go outside.  \* I can try new activities independently, with an adult or with peers.  \* I can manage my own needs - use the toilet, wash and dry hands.  \* I can put on and fasten my coat independently (zip, buttons).  \* I can make new and different friends so forming a wider friendship circle  \* I can build constructive and respectful relationships with staff and peers.  \* I can demonstrate friendly behaviour, with **new** peers.  \* I can take turns with a little support from an adult or with the systems in place, e.g. sand timers | | \* I can consider the feelings of others.  \* I can identify and name some common feelings: surprised, excited, frustrated, upset, cross, lonely, worried.  \* I can “bounce back” quicker after upsets and with more independence.  \* I can talk about why we take turns, wait politely, tidy up after ourselves, use manners and so on.  about when thy have felt this way.  \* I can undress independently for P.E., with help for buttons.  \* I can put on and fasten my shoes independently (buckles, Velcro).  \* I can talk about why it is important to wash and dry my hands thoroughly.  \* I understand that at times my friends will want to play with others but that doesn’t mean they are not my friend.  \* I understand the importance of sleep and sleep routines. | |  | | \* I can identify strategies for staying calm even when I’m frustrated.  \* I can recognise when a peer is upset or cross.  \* I can talk about the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked.  \* I can talk about sensible amounts of ‘screen time’.  \* I can talk about my work and play, and show perseverance by reflecting and self-evaluating my work.  \* I can wait with increased patience, \* I can make some closer friendships and seek out these friends to initiate play.  \* I can show kindness towards others by helping, listening and supporting them.  \* I can join in with a group of children who are playing and listen to their viewpoints and suggestions.  \* I can be a safe pedestrian and explain what it means to adhere to road safety rules.  \* I can dress and undress for PE independently. | \* I can explain to an adult what has happened when they are hurt or upset, using descriptive vocabulary.  \* I can link events (in books, real life etc) with feelings and discuss them.  \* I can moderate my own feelings when I’ve experienced anger or frustration.  \* I understand how my actions affect other people.  \* I can discuss the consequences of my behaviour.  when necessary.  \* I can complete short activities/tasks independently for 10 minutes.  \* I can take turns in conversation, listen to others views.  \* I can describe myself in positive terms and talk about abilities.  \* I can talk about the importance of physical activity on our body and mind.  \* I understand that it is ok to make mistakes – this is an important part of learning.  \* I can show empathy in simple ways. |  | \* I understand that discussion of thoughts is key and I’m beginning to learn that my friends may not always want to play what I want but that’s ok.  \* I can recognise when my behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.  \* I can begin to solve small conflicts, without adult support, by speaking to my peers and being assertive.  \* I can discuss healthy food choices and sort healthy foods from less nutritional food.  \* I can set my own goals and achieve them.  \* I can initiate conversations and attend to and takes account of what others say.  \* I can identify and model kind and considerate behaviour to both staff and peers. | \* I can develop my problem solving skills, by talking through how I resolved a problem or difficulty.  \* I can create rules and codes for behaviour within the classroom.  \* I can hold back & forth conversations, listening to my peers’ ideas and responding appropriately.  \* I can explain my own knowledge and understanding, and asks appropriate questions of others.  \* I can show understanding of another child’s perspective in discussion.  \* I can follow two-step instructions.  \* I am confident to speak to others about own needs, wants, interests and opinions. |
| **Physical Development** | **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.** | | | | | | | | | | |
| **Fine Motor** | \* I can use a range of tools competently, safely and confidently.  \* I can draw circles, horizontal/vertical lines.  \* I can draw simple pictures which can be recognised. | | \* I can form all of the letters of my first name correctly.  \* I can use a tripod grip.  \* I can cut straight lines with scissors.  \* I can use a knife and fork to cut food at lunch time. | |  | | \* I can use scissors to cut out a simple shape independently.  \* I can form recognisable letters for the full alphabet. | \* I can write my first and second name, forming the letters correctly.  \* I can position some letters correctly on a line. |  | \* I can form all letters correctly. | \* I can position all letters correctly on a line. |
| **Gross Motor** | \* I can move with developing control and grace.  \* I can travel with more speed and control.  \* I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  \* I can spin, rock, tilt, slide and bounce. | | \* I can balance and ride on a two-wheeled balance bike.  \* I can run fast and stop on request.  \* I can jump over a line.  \* I can throw, catch and aim large balls. | |  | | \* I can use physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.  \* I can quickly change speed and direction. | \* I can balance and engage in dance, gymnastics and sport.  \* I can throw, catch and aim small balls. |  | \* I can balance and ride on a two-wheeled pedal bike without stabilisers. | \* I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |
| **Reading** | **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). | | | | | | | | | | |
| **Comprehension**  **- Developing a passion for reading** | \* I can recount simple story.  \* I can answer why questions.  \* I can recognise labels in my classroom environment.  \* I can talk about my favourite stories and know books are written. | | \* I can use the correct vocabulary to name text related concepts, for example: character, setting, beginning and end.  \* I can sequence three or more events from a story.  \* I can provide simple reasons for actions and events. | |  | | \* I can understand story ‘middles’, eg: problem, event and how they are solved at the end.  \* I can show interest in Non-fiction books e.g. I love fire engines and therefore want to read a book about fire engines.  \* I can start to retell verbally main events of a well-known story. | \* I am beginning to reason and explain events answering how questions.  \* I am beginning to imagine and speculate ‘What if….? ‘questions.  \* I can peruse books for pleasure and start to choose books independently.  \* I can relate some stories to my own experiences. |  | \* I can recount simple stories, looking for patterns and be able to ask questions about what happened before. | \* I can use the terms: author, illustrator, blurb and contents page.  \* I can retell stories in my own words, using recently introduced vocabulary. |
| **Word Reading** | \* I can recognise the grapheme/phoneme for the set 1 speed sounds (16 letters) and the first 5 special friends.  \* I can orally blend cvc words. | | \* I can recognise the grapheme/phoneme correspondence for the set 2 speed sounds.  \* I can read and blend simple words (cvc) from the set 1 words. | |  | | \* I can read simple phrases and sentences made up of words with known grapheme/phoneme correspondences and some red RWI words. | \* I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment. |  | \* I can read all set 1 and 2 speed sounds and special friends.  \*I can read red and green words. | \* I can read words that are consistent with my phonic knowledge by sound-blending.  \* I can read aloud simple sentences and books that include green and red words.  \*I am reading green level books. |
| **Writing** | **Educational Programme**  Writing **links with the teaching of reading** and we must foster that **love and want to write to express themselves.** The teaching of writing is **embedded within the teaching of reading** through our **systematic phonics teaching by highly skilled and knowledgeable staff.** Children will develop their **oracy skills, reading skills and thus the writers voice**. Children need to **rehearse talk and have writing modelled** to them. They will **develop strategies** which will support their **word recall, spelling, grammar**. This will go hand in hand with the practicalities of writing that will be taught including the wider **pre-requisite gross motor development** that links into fine motor development, where children will be able to have an **efficient pencil grip** which allows **correct formation of letters and a good writing posture**; all taught through **discreet handwriting lessons** which support the lessons of writing in literacy. Everything is underpin by giving children a **purpose to write** which is closely **linked to engaging texts and examples of writing.** | | | | | | | | | | |
| **Physical & Technical Development** | \* I can sit correctly with good posture when seated at a table to write.  \*I can write 16 letter shapes (speed sounds 1). | | \* I can use a tripod grip.  \* I am beginning to copy write my surname. | |  | | \* I am beginning to form lower-case letters correctly. | \* I am beginning to position my simple sentence on the line. |  | \* I can re-read what I have written to check that it makes sense.  \*I can spot errors in sentences that involve the use of capital letters and full stops. | \*I can write recognisable letters most of which are correctly formed.  \*I can spell words by identifying sounds in them and representing the sounds with a letter or letters. |
| **Developing Communication & Meaning** | \* I can write simple vc words.  \* I can construct simple sentences supported by adults scribing, copy writing/ sentence building. | | \* I can write simple cvc words.  \* I can construct a simple sentence, writing the initial and end sounds in words. | |  | | \* I am beginning to remember and write simple sentences (I can pat a dog). | \* I can write labels and captions independently.  \* I am using plausible phonetical spelling of unfamiliar words in my writing. |  | \* I can begin to use a full stop.  \* I can begin to use finger spaces.  \* I am beginning write a short sentence, without support. | \* I can use a simple conjunction to make my sentences longer.  \* I can read my sentence to you and others can read my work too. |
| **Maths**  Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – **Shakuntala Devi** | **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.** | | | | | | | | | | |
| **Number** | \* I can count objects, actions and sounds; saying the numbers in order and matching one number name to each item.  \* I can estimate a total before counting.  \* I can use five frames and ten frames, learning the structure of the number system.  \* I can record quantities in different ways such as tallies, dots or numerals.  \* I can count by rote to 15.  I can subitise to 4. | | \* I can count out a smaller number from a larger group: ‘give me seven’.  \* I can recognise small quantities in different arrangements – subitising.  \* I can link the number symbol (numeral) with its cardinal number value.  \* I understand the ‘one more than/one less than’ relationships between consecutive numbers, making predictions about what the outcome will be in stories, rhymes and songs if one is added or taken away. | |  | | \* I can count by rote to 20.  \* I can count back from 10.  \* I can identify parts within numbers (group of 4 and say ‘I see 2 and another 2’).  \* I can combine two groups and say how many altogether | \* I can count on from a given number to 20.  \* I can discuss composition of numbers to 10, showing some recall of number facts.  \* I can say the number one more/less than a given number 1 - 10.  \* I can subtract single digit numbers. |  | \* I can count to 30 by rote.  \* I can subtract to 10.  \* I can double numbers.  \* I can share objects between 2.  \* I can find the number bonds to 10. | \* I can use the number bonds to 10 to solve problems.  \* I can talk about the odd and even numbers to 10.  \* I can count to 40 by rote. |
| **Shape and Space** | \* I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.  \* I can continue, copy and create repeating patterns: AB, ABB patterns.  \* I can recite the days of the week.  \* I am beginning to understand yesterday, today, tomorrow. | | \* I can find 2D shapes within 3D shapes  \* I can make a direct comparison using tall and short.  \* I can understand and use the language: next to, between, below, above, under, in front, behind, close to, far away  \* I can identify straight and curved sides on 2D shapes and flat and curved faces on 3D shapes. | |  | | \* I can make my own ABBC pattern.  \* I can understand morning, afternoon, day, night.  \* I can order a simple sequence of events. | \* I can identify and name 3D shapes (cylinder, cube, cuboid, sphere) talk about their properties.  \* I can use language and make direct comparisons of capacity.  \* I understand and use the language: forwards, backwards, sideways, through, above, below, opposite. |  |  | \* I can create a pattern that has a fixed number of spaces.  \* I can understand and use the words: near, far, direction, left, right, towards, fast, slow, nearest, furthest.  \* I can use language and make direct comparisons of weight. |
| **Understanding the World** | **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. | | | | | | | | | | |
| **Natural World** | \* I can recall common weather patterns and notice patterns/clusters in weekly weather.  \* I can talk about how Summer changes into Autumn.  \* I can name and investigate using my senses an increasing range of plants that give us food.  \* I know that vegetables grow, fruit comes from trees, flour comes from wheat. | | \* I can identify and name common native, woodland, countryside creatures. Talking about where they live, what they might eat.  \* I can tell you about some creatures that are active at night and that some go to sleep in the winter.  \* I can describe and explore ‘properties’ of food.  \* I know that some materials and food change when cooked.  \* I can use accurate/scientific language to describe features of weather. | |  | | \* I can talk about how Winter changes into Spring.  \* I can talk about the natural world around me (frosty grass, bare trees, buds, new growth, puddles).  \* I can describe the characteristics of materials | \* I can name birds, reptiles and animals from different habitats.  \* I can name, observe and draw animals with common features.  \* I can name daffodils, snowdrops, dandelions, daisies, buttercups.  . |  | \* I understand very simple features of the life cycle of creatures hatching from eggs (chickens/birds, caterpillars, frogs).  \* I can explain that seeds grow into plants.  \* I can talk about rubbish and the importance of recycling. | \* I can talk about the features of animals that live in similar places and suggest reasons why.  \* I can use my senses outside to explore shadows.  \* I can talk about the danger of looking directly at the sun. |
| **People, Communities & Culture** | \* I can talk about times that are special to me and why.  \* I understand the use of: playgrounds, parks, offices, hall, carpark, fire station, airport. | | \* I can talk about some similarities and differences between life in this country and life and celebrations in India (Diwali). | |  | | \* I can talk about the people who help us in our community.  \* I can draw pictures of my house, school and other places in my local environment.  \* I can talk about my journey to and from school and what I see en-route.  \* I can talk about the different journeys I make. | \* I know that people have different beliefs and have special stories that are important to them.  \* I know that some environments are different to where I live. |  | \* I can describe the environment where I live.  \* I can talk about things I find interesting, puzzling or wonderful.  \* I can talk about how people mess up the world and what they do to look after it. | **\*** I can talk about some similarities and differences between different religious and cultural communities in this country.  \* I can discuss holidays and places I have been beyond my local community.  \* I can pretend to be a weather forecaster using a map of the British Isles. |
| **Past & Present** | \* I can talk about household items, including toys from the past comparing the difference to present day items and toys.  \* I can talk about the differences between the past and present using the story ‘Dogger’. | | \* I can talk about familiar situations from the past, comparing how people lived, ate and dressed to the present time.  \* I can talk about the differences between the past and present using the ‘Nativity Story’. | |  | | \* I can talk about the roles people have in my community.  \*I can compare school now to school in the past, focusing on rules, toys and uniform. | \* I can tell you about traditional stories from the past.  \* I can listen to fiction and non fiction about castles. Comparing how people lived in the past. |  | \* I can talk about some similarities and differences between things in the past and now.  \*I can talk about how the world has changed using the story ‘Noah’s Ark’. | \* I understand the past through characters and events in books and storytelling.  \*I can talk about how holidays have changed from the past, focusing on transport, destinations and entertainment.  \*I can talk about how the world has changes using the story ‘The Whales Song’. |
| **RE Festivals** | Rosh Hashanah  Yom Kipper  International Day of Peace (21ST Sep)  Harvest | | Bonfire Night  Remembrance Day  Hanukkah  Diwali  Black History Month  Advent  Christmas Day | |  | | Epiphany  Chinese New Year  Shrove Tuesday  St. David’s Day  Ash Wednesday  International Woman’s Day (8th)  St Patrick’s Day | Ramadan  Lent  Easter |  | Eid-Al-Fitr | D-Day  Eid- Al-Adha |
| **Expressive Arts & Design** | **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.  Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | | | | | | |
| **Creating with Materials** | \* I can draw a self portrait.  \* I can use colours for a purpose.  \* I can draw bodies of an appropriate size when representing my family.  \* I can use different size brushes, selecting fine brushes to add detail.  \* I can develop simple patterns by printing with objects using range of materials.  \* I can use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy.  \* I can return to and build on my previous learning, refining ideas \* I can adapt my construction to achieve a desired outcome | | \* I can name the primary colours.  \* I can mix two colours to make the secondary colours.  \* I can mix colours and know the colour I want to create.  \* I can use a painting programme on the computer or ipad.  \* I can create work in the style of Kandinsky.  \* I can create different textures and combine media to create new effects.  \* I can manipulate clay and use a simple technique to achieve a planned effect.  \* I can construct with a purpose in mind, using a variety of resources. | |  | | \* I can use larger scale loose parts to create.  \* I can create collaboratively, sharing ideas, resources and skills.  \* I can improve my models.  \* I can participate in collaborative, creative activities.  \* I can use rolled up paper and artstraws, pipecleaners to create structures and objects. | \* I can select tools and techniques needed to shape, assemble and join materials.  \* I can work in a group to create a 3D model, using materials such as paper to add extra detail. |  | \* I can mix colours and know how to change the shade of colour.  \* I can weave with fabrics. orange netting, garden netting.  \* I can use a variety of art tools with greater accuracy.  \* I can draw into clay with simple tools.  \* I can choose materials to achieve a goal. | \* I can explain how I created something to my peers including why I chose a particular technique/material and how it is fit for purpose.  \* I can return to and extend my creative learning. |
| **Being Imaginative & Expressive** | \* I can sing in a group or on my own, matching the pitch and following the melody.  \* I can request a favourite song/rhyme.  \* I can sing along to favourite pop songs.  \* I can develop storylines in my pretend play.  \* I can develop storylines through small-world or role-play with peers.  \* I can create my own beats with musical instruments/body percussion. | | \* I know and join in with nursery rhymes and favourite songs.  \* I can make up my own songs.  \* I can take part in simple, pretend play often based on familiar experiences.  \* I can play cooperatively as part of a group to develop and act out a narrative.  \* I can listen to music and talk about how it makes me feel. | |  | | \* I can change a song/rhyme to create a desired effect.  \* I can use enhancements to extend my imaginative play.  \* I can use fabric, boxes, tubes and joining materials to make props.  \* I can talk about my favourite music or song and why I like it. | \* I can sing songs from own culture in home language.  \* I can use different materials (larger sizes), to add to costumes and make my own.  \* I can move my body in a variety of ways to a song or piece of music. |  | \* I can perform familiar songs/rhymes in a small group and make it sound nice.  \* I can create more complex narratives in my pretend play, building on the contributions of my peers. | \* I can retell parts of familiar stories through use of puppets, toys, masks or small-world.  \* I can engage in music and follow a story map creating a musical accompaniment.  \* I can perform in a performance.  \* I can dance in a sequence of learnt moves. |