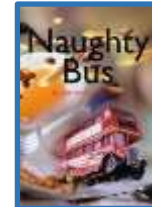
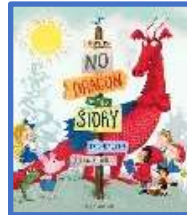
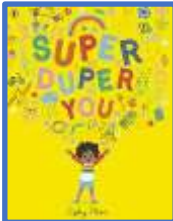




Ursuline
Catholic Primary School

Reception Curriculum

EYFS 2023 -2024



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

Characteristics of Effective Learning to be embedded through all areas of learning ... creating powerful learners and thinkers

<p>Playing & Exploring</p>	<ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. <i>For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</i> Make independent choices. Do things independently that they have been previously taught. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention.
<p>Active Learning</p>	<ul style="list-style-type: none"> Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. <i>For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</i> Show goal-directed behaviour. <i>For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</i> Begin to correct their mistakes themselves. <i>For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</i> Keep on trying when things are difficult.
<p>Thinking and Creating Critically</p>	<ul style="list-style-type: none"> Take part in simple pretend play. <i>For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</i> Sort materials. <i>For example, at tidy-up time, children know how to put different construction materials in separate baskets.</i> Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: <i>for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i> Use pretend play to think beyond the 'here and now' and to understand another perspective. <i>For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</i> Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Me, Friends & Family Autumn	Time for Change! Christmas/Winter	Traditional Tales	Growing Spring	Heroes/Transport Summer	Oceans Transition
Planning around a quality text	 	 	 	 	 	 

Linked Texts

AU1 – Pick a Pumpkin

SP1 – Other traditional Tales

SU 1 – Real superheroes

AU2 – Can't You Sleep Little Bear?

SP2 – Growing Frogs

SU 2- Seaside Poems

Communication and Language

Autumn	Spring	Summer
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Understand a question or instruction that has two parts <ul style="list-style-type: none"> Linked to: □ Daily routines □ Activities – AL and CI Understand how to listen carefully and why listening is important <ul style="list-style-type: none"> One-to-one / small groups / whole class Learn new vocabulary <ul style="list-style-type: none"> Linked to: □ daily routine □ themes □ key knowledge Listen carefully to rhymes and songs and begin to pay attention to how they sound Learn rhymes, songs & poems Anticipate words, begin to adapt phrases (with support) Listen to stories and begin to be active participants <ul style="list-style-type: none"> Join in with repeated refrains □ Fill in rhyming words □ Answer a range of questions with relevant comments □ Ask questions to develop understanding □ Talk about likes / dislikes □ Discuss characters, events, setting ... character, happened <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary throughout the day within a range of contexts / develop use of social phrases Begin to ask questions to find out more and develop understanding Begin to articulate their ideas and thoughts in well-formed sentence Express □ Ideas to practitioners / friends □ Within book talk Begin to connect one idea or action to another using a range of connectives... because, although, but... Begin to describe events in some detail, showing awareness of the listener Begin to retell a simple story using some story language 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Listen to others and join in conversation, turn taking Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding Engage in conversation about main characters / events Link story events to own experiences / other texts Discuss feelings and actions of main characters Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Books linked to key themes Begin to name book parts / content – front / back cover, contents page / fact / real Begin to understand humour e.g., nonsense rhymes / jokes <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence Answer and ask questions to develop understanding Who? What? Where? When? Why? Articulate ideas & thoughts in well-formed sentences Using new vocabulary and correct tenses Connect one idea or action to another using a range of connectives ... because, although, but, also, first, next, after Describe events in some detail Use sequencing vocabulary – first, next, after ... Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Introduction of some problem-solving words – I think ... We could ... Retell a simple story using story language / own words 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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: □ fiction texts □ non-fiction texts Engage in Book Talk activities – fiction and non-fiction Make comments about what they have heard and ask questions to clarify their understanding Use a range of question starters and use full sentences Hold conversation when engaged in back-and-forth exchanges with teacher and peers Showing awareness of the listener – (i) turn taking (ii) depth of information required Understand humour more readily e.g., nonsense rhymes/jokes Begin to discuss likes / dislikes / reasons <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary Speak with confidence using: □ full sentences □ range of connectives □ tenses Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Active prior knowledge to speak with confidence and articulate ideas / thoughts Express ideas and feelings about experiences Listen to others Participate in purposeful conversation

Personal Social and Emotional Development

Autumn	Spring	Summer
<p>Self Regulation</p> <ul style="list-style-type: none"> Begin to express their feelings and consider the feelings of others. YME – class agreement Identify and name emotions. Link book characters emotions to own experiences Super duper you Identify and begin to moderate their own feelings socially and emotionally. Class feelings board YME You Choose – we can like different things calm, patient, turn taking, sharing; PE Passport – Fundamental Movement Skills 1 Begin to understand how others might be feeling Begin to set own goals and show resilience and perseverance in the face of challenge. <p>Managing Self</p> <ul style="list-style-type: none"> Manage their own self care needs – NSPCC The Pants Song Develop independent use of buttons, zips, coats, shoes etc – Weekly challenges / Getting ready station Know and begin to talk about the different factors that support their overall health and wellbeing. YME LTTF Heads, Shoulders, Knees and Toes; Ready Teddy? Show more confidence in new social situations. Develop confidence to try new activities and access all types of enhancements indoors and out Increasingly follow rules, understanding why they are important. YME Online safety / Firework safety <p>Building Relationships</p> <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. -transition Form positive attachments to adults and friendships with peers; Play with one or more other children, extending and elaborating play ideas. Begin to see themselves as a valuable individual, Super Duper you YME JIL Recognise joy of being special in my family Describe self positively. YME LTTF I am me! Begin to build constructive and respectful relationships. YME -Hello, Hello -we are all different/making friends; The Family Book – families are all different; PE Passport – Fundamental Movement Skills Begin to resolve conflicts with others by negotiating and compromising ; PE Passport – Locomotion 1 – working as part of a team 	<p>Self Regulation</p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. YME LTTF All the Feelings! Identify and moderate their own feelings socially and emotionally. YME LTTF All the Feelings! Think about the perspectives of others. YME LTTF All the Feelings! PE Passport Dance Set own goals and show resilience and perseverance in the face of challenge. <p>Managing Self</p> <ul style="list-style-type: none"> Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing. YME LTTF Growing Up – What happens as we get older Develop confidence to try new activities and show independence when accessing all types of enhancements indoors and out Begin to understand and explain the reasons for rules, know right from wrong and try to behave accordingly. YME LTTF Let's Get Real! – making mistakes and consequences of actions, asking forgiveness <p>Building Relationships</p> <ul style="list-style-type: none"> See themselves as a valuable individual. YME LTTF I like, You like, We all like; YME JIL We are all different and unique Work and play cooperatively and take turns with others; YME LTTF Forever Friends; PE Passport Dance Build constructive and respectful relationships. YME LTTF You've Got a Friend In Me Form positive attachments to adults and friendships with peers YME LTTF Who's Who? Apply names to different people they know and special people they can trust 	<p>Self Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; YME LTTF God Love; Loving God, Loving Others; Me, You, Us – communities and responsibilities to other people and planet Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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>Managing Self</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. YME My Body, My Rules – revisits The Pants Song; Feeling Poorly to explore why we need medicine Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Superkid; Explore transition/growth mindset with It's Your World Now Explain the reasons for rules, know right from wrong and try to behave accordingly. YME LTTF Safe Inside and Out <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; YME People who help us – who we can identify to help us in an emergency; Superkid – you don't need a cape to be a hero! Show sensitivity to their own and to others' needs.

Physical Development

Autumn	Spring	Summer
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing PE Passport – Fundamental Movement Skills 1; PE Passport Gymnastics Begin to negotiate space successfully – PE Passport – Fundamental Movement Skills 1; PE Passport – Locomotion 1 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Begin to use a range of large and small apparatus indoors and outside, alone and in a group. PE Passport Locomotion 1 Understand rules and reasons for safety Develop overall body-strength, balance, co-ordination and agility. Begin to develop and refine a range of ball skills including: throwing, catching, kicking, using different size balls in pairs <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors – PE Passport Fundamental Movement Skills 1 Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons – Weekly challenges linked to themes ie pumpkins, snowflake decorations (Model, ,observe, ,revisit) Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Continue 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 dance, gymnastics, sport and swimming. PE Passport Dance Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace.PE Passport Dance Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming PE Passport Object Manipulation 1 Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. PE Passport Object Manipulation 1 <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.- Weekly challenges linked to themes ie dragon/Chinese New Year/daffodil cutting/painting (Model, observe,revisit) Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others – In Continuous Provision and in PE Passport Target Games 1 Demonstrate strength, balance and coordination when playing – in PE Passport Target Games 1 – showing control and coordination when throwing underarm; PE Passport Athletics Move energetically, such as running, jumping, dancing, hopping, skipping and climbing – developing – PE Passport Athletics – throwing a variety of pieces of equipment accurately and for distance/ good technique, running within a lane, jumping. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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. Weekly challenges linked to themes ie Superkid is super healthy – making a super healthy snack, spreading on toast/crackers. Also Oceans theme – threading jellyfish Begin to show accuracy and care when drawing – Model, observe, revisit.- encourage children through weekly challenges to revisit previous stimuli showing greater care and accuracy

Literacy - Reading

Autumn	Spring	Summer 1
<p>Word Reading</p> <ul style="list-style-type: none"> Understand the five key concepts about print, with a focus on <ul style="list-style-type: none"> Left to right / 1-1 correspondence ... <i>word, letter, first / last</i> Continue to develop phonological awareness, focusing on <ul style="list-style-type: none"> Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting...<i>blending, segmenting</i> Begin to read all the set 1 sounds from RWInc Begin to blend sounds to read VC & CVC words that match their phonetic ability Read a range of HF/Red words matched to phonic ability Begin to read simple phrases/sentences matched to their phonic ability <p>Comprehension</p> <ul style="list-style-type: none"> Describe a setting and a character within a story Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary Re-enact a story using puppets to take on the role. 	<p>Word Reading</p> <ul style="list-style-type: none"> Read all the set 1 sounds from RWInc (including special friends) Blend sounds to read VC & CVC words that match their phonetic ability Read simple sentences Match captions to pictures. Read an increasing range of HF/Red words Re-read books to build confidence in word reading, fluency, understanding and enjoyment <p>Comprehension</p> <ul style="list-style-type: none"> Find the correct page in a book by following the contents page. Understand the difference between fiction and non-fiction text. Use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems Retell stories in small world/role play, using character language Sequence a story into beginning, middle and end Begin to anticipate/predict where appropriate some key events and stories Give their opinion on a story and make a prediction about what might happen next. 	<p>Word Reading</p> <ul style="list-style-type: none"> Read all the set 2 sounds from RWInc Read a range of nonsense words, matched to phonic sounds Read aloud simple sentences by decoding phonetically regular words and sight ready HF/Red words. <p>Comprehension</p> <ul style="list-style-type: none"> Answer 'who', 'why', 'where' and 'what' questions based on a key text Can make statements and ask questions. Understanding the difference between them Anticipate/predict where appropriate some key events and stories Begin to comment on perceived links with own life experiences and other experiences, e.g. books and films Explain the differences between two different stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Literacy - Writing

Autumn	Spring	Summer 1
<ul style="list-style-type: none"> ▪ Write name correctly, using correct letter formation ▪ Use some of their print and letter knowledge in their early writing ▪ Begin to form lower-case letters correctly ▪ Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... spell ▪ Use □ initial sounds □ VC □ CVC words ▪ Write labels ▪ Begin to write lists & captions, focusing on ...label, caption, space ▪ Oral rehearsal / vocabulary ▪ Begin to reread what they have written ▪ Break the flow of speech into words (holding a sentence) 	<ul style="list-style-type: none"> ▪ Form most lower-case and some capital letters correctly (those introduced in RWInc) ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ▪ Write captions/phrases and begin to write simple sentences using known GPCs and HF/Red words ...sentence, full stop, capital letter <ul style="list-style-type: none"> ⇒ Include word spacing ⇒ Orally rehearse caption of sentence before writing (hold a sentence) ▪ Begin to develop independent writing further to include (orally rehearsed) simple sentences ▪ Re-read what they have written to ensure it makes sense ▪ Begin to write for a range of purposes, fiction and non-fiction, captions/sentences 	<ul style="list-style-type: none"> ▪ Write recognisable letters (lower case and capital) most of which are formed correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs <ul style="list-style-type: none"> ⇒ Write simple phrases and sentences that can be read by others ⇒ Including: □ oral rehearsal of sentence before writing (hold a sentence) □ word spacing □ full stop □ capital letter ⇒ Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: <ul style="list-style-type: none"> ⇒ 2-3 part story – beginning, middle, ending (e.g. using story map/planner) ⇒ Instructions ⇒ Fact cards (e.g. using a 'spidergram' to collate information)

Mathematics

Autumn	Spring	Summer
<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Recite numbers to 10 <ul style="list-style-type: none"> ⇒ Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... <i>forwards, backwards</i> ⇒ Break counting chain (not always starting from 1) ⇒ Talk about position ... <i>before, after</i> Count objects, actions and sounds <ul style="list-style-type: none"> ⇒ Up to 5 – in context of □ daily routine □ sharing □ turn taking ⇒ Count objects in an irregular arrangement Subitise 3 / 4 objects (quick recall without counting) <ul style="list-style-type: none"> ⇒ Matching children to images in workshop areas ⇒ Fast recognition of dice patterns Explore splitting and recombining sets of objects 1-5 including on part whole model Link the number symbol (numeral) with its cardinal number value to 5 Compare quantities up to 5 ... <i>more than, less than, fewer, who has one more / less</i> Understand 'one more/less than' to 5 <ul style="list-style-type: none"> ⇒ Use sentence with support ... <i>Three is one more than two</i> Explore the composition of numbers to 5 <ul style="list-style-type: none"> ⇒ Recognise total is still the same ⇒ Using variety of resources ... <i>more, less, makes, equals, altogether</i> Use a five frame <i>Begin to</i> explore number bonds to 5 <ul style="list-style-type: none"> ⇒ Use a range of resources ⇒ Understand how to use a flip flap to 5 <p>Shape, Space & Measures</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills <ul style="list-style-type: none"> ⇒ Create shape picture ...consolidate ...<i>2D shape names</i> ⇒ Put shapes together to make new shape ... <i>fit, turn</i> Continue, copy and create repeating patterns (A-B patterns) <ul style="list-style-type: none"> ⇒ Talk about pattern ... <i>repeat, next, before, after, in between</i> <i>Begin to</i> compare length, weight and capacity <ul style="list-style-type: none"> ⇒ Order 2-3 items by length / weight ... <i>heavier/est, lighter/est, longer/est, shorter/est</i> 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Recite numbers to 20 <ul style="list-style-type: none"> ⇒ Backwards from 10 and <i>begin to</i> recite backwards from 15 ⇒ Break counting chain (not always starting from 1 forwards or 10 backwards) Talk about position up to 5 and begin to talk about position up to 10 Count objects, actions and sounds <ul style="list-style-type: none"> ⇒ Up to 10, in context of daily routine / sharing / turn taking Count objects in an irregular arrangement <i>Begin to</i> estimate number of objects up to 10 then check by counting Subitise 5 objects (quick recall without counting) Systematic approach to partitioning sets of objects 1-5 including on part whole model Link the number symbol (numeral) with its cardinal number value to 10 Compare quantities up to 10 Understand 'one more/less than' to 10 <ul style="list-style-type: none"> ⇒ Use sentence ... <i>six is one more than five</i> <i>Begin to</i> explore the composition of numbers to 10 Recall number bonds to 5 Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... <i>altogether, more/nor</i> Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... <i>left</i> <i>Begin to</i> share, double and half up to 10 objects Use a ten frame Find 1 less using sets of objects on tens frame, number track and from a larger group <p>Shape, Space & Measures</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Recognise some 3D shapes <i>Begin to</i> compose and decompose shapes within practical activities Continue, copy and create repeating patterns Explore more complex patterns (ABB, ABBC patterns) Compare length, height, weight and capacity Order 2-3 items by capacity and height <i>Begin to</i> order and sequence familiar events Become familiar with a clock face and hands Measure short periods of time 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Systematic approach to splitting and recombining 10 including on tens frame and part whole model Begin to write numerals to 10 <p>Shape, Space & Measures</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes within practical activities Continue, copy and create more <i>complex</i> repeating patterns (ABB, ABBC patterns) Compare length, height, weight and capacity Order 2-3 items by length, height, weight and capacity Measure and compare short periods of time

Understanding The World

□ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography; KS2: MFL Spanish) □ Natural World (KS1: Geography / Science)

Autumn

Spring

Summer

Past and Present

- Be introduced to, become familiar with and follow the daily routine. Consistent use of language of time – **day, next / after / morning / afternoon**
- Begin to** understand the difference between a day and a week: □ Recite the days of the week □ Count days to an event ... **day, week, days of the week**
- Introduction to class calendar / timeline with special events: Highlighting □ Birthdays □ School events □ Personal events ... **calendar / event**
- Continue to make sense of their own life-story and family's history: □ Share Chatter Bags □ Talk about special events ... **history / special**
- Begin to** observe and comment on images of familiar situations in the past: □ When they and parents were little ... **past, history, long ago** □ Look back at photographs of their baptism events – past events such as birthdays and previous Christmas celebrations □ Look at photographs of remembrance events past and present ... **history**
- Begin to** develop a sense of things happened before they were born: **Remembrance**

People, Culture & Communities

- Introduction to new Family Group members
- Talk about members of their immediate family and community: □ Describe family members through Chatter Bags... **grandparent, older, younger** □ **Begin to** understand that there are many different types of families **The Family Book You, Me, Everyone...parent, step-sister / brother / mum / dad, similar, different**
- Name and describe people who are familiar to them: □ Introduction to site manager / other class teachers □ People in school / local community... **site manager, office manager, lolly pop person**
- Begin to** understand that some places are special to members of their community: □ Talk about special places visited with family... **places of worship visited by children**
- Begin to** recognise that people have different beliefs and celebrate special times in different ways: □ Explore how different people celebrate birthdays □ Explore some different festivals / special events ... **Harvest, Come and see Judaism week, Diwali, Halloween, Bonfire Night, Remembrance Day, Christmas ...**

Natural World

- Explore, name and talk about different use / function of body parts ... **elbows, knee, eyebrows**
- Sequence growth from baby to adult. Talk about key changes ... **same / different**

Past and Present

- Develop an understanding of class calendar with special events ... **month, date, year**
- Study / talk about images of familiar situations in the past: □ Photographs of winter in the past ... **same, different** □ Observe photographs of castles and cottages/homes in the past ... **old, new, before, a long time ago**
- Share past family journeys ... **long / short journey**
- Begin to** understand the past through settings, characters and events encountered in books read in class and storytelling: □ Talk about 'long time ago' □ Compare and contrast settings / characters – where they live / what they are wearing / activities ...

People, Culture & Communities

- Talk about members of immediate family: □ Talk about family jobs / roles and responsibilities □ Identify similarities and differences **celebrate Mothers Day**
- Name and describe people who are familiar to them in the local community: □ Talk about how they know them / what they do **-celebrating gathering**
- Understand that some places are special to members of their community: □ Visit school linked church.
- Continue to recognise that people have different beliefs and celebrate special times in different ways: □ ...**Chinese/Lunar new year / Easter**
- Identify features of different story settings – **forest, farm, iceberg, arctic, lighthouse, beach, house, island ...**
- Recognise some similarities and differences between life in this country and other countries: □ Study winter time in different countries– videos / photographs / non-fiction texts ... **country, sea, land**
- Introduce map drawing, travelling from place to place: □ story map **Dragon meeting characters** □ Local walks from school to post box to deliver a card/church ... **map, journey, points of interest ...**

Natural World

- Explore the natural world around them: □ Observe and identify key characteristics of different seasons - Winter / Spring □ **Begin to** identify that there are four seasons ... **winter, spring, season ...**
- Describe what they see, hear and feel whilst outside: □ **Begin to** develop an understanding of water when frozen, melted and heated by the sun
- Talk about key features of the natural environment, beginning to identify different materials and their properties ... **wood / hard** explore the properties of different materials: □ Make a house for the 3 little pigs / chair for baby bear □ Talk about materials chosen and begin to say why

Past and Present

- Know how a calendar works, developing a concept of time ... **season**
- Talk about the lives of the people around them and their roles in society: □ Interview special member of school / local community □ Interview parent / grandparent with a special role in the community ... **community, society, local nurse/firefighter/police**
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class: **transport**
- Continue to understand the past through settings, characters and events encountered in books read in class and storytelling: □ Talk about 'long time ago' □ Compare and contrast settings / characters – where they live / what they are wearing / activities ...begin to talk about past and present looking at changes over time ie **transport/seaside**
- Look back through the reception year / EYFS – creating a timeline using photographs □ Talk about changes at a personal and school level e.g. **new family babies / new members of staff / developments to provision** □ Talk about likes / dislikes ... **timeline,**
- Participate in transition into Y1 events: □ Visits from new class teacher □ Visits to new classroom ... **year one, new school year, next year...**

People, Culture & Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps: □ Describe features of local community – special places □ Describe story settings using correct terminology **busy city, oceans** □ Create simple story maps and use in imaginative play □ Create map from reception to Y1 **Me, You, Us – communities and responsibilities to other people and planet**
- 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 **Come and see Islam week:** □ Revisit timeline of class celebrations across the year □ Talk about key events.
- Develop an awareness of different occupations linked to personal experiences / focus texts : □ Different jobs □ Firefighter □ Doctor/Nurse □ Pilot
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps **Learning to sing a song in Spanish**

Natural World

- Continue to explore the natural world around them and make observations: □ Observe and identify key characteristics of different seasons – Spring into Summer □ Identify the four seasons and their key characteristics ... **winter, spring, summer, autumn, season ...**
- Compare and contrast two different environments **beach oceans in SU and garden environment in SP**
- Take care of flowers (planted in spring term) in EYFS outdoor area: □ Name different
- Explore growth of different vegetables and identify key ingredients to grow – **soil, sunlight, water:** □ Grow own vegetables □ Visit school allotment

<ul style="list-style-type: none">▪ Experience and explore weather through the changing seasons: □ Summer into Autumn □ Autumn into Winter □ Begin to compare▪ Experience, explore and identify the seasonal changes on the natural world at autumn time: □ categorise objects □ sort objects using different criteria – shape / size / colour / material □ begin to identify some local tree species ... <i>nature, natural, autumn ...</i> □ describe what they see, hear and feel ... <i>shape and colours words e.g. long, spiky, gold, rust, orange</i>▪ Explore woodland animals □ Name and identify key features ... □ Categorise by habitat / sleeping habits / babies ... <i>habitat, nocturnal ...</i> □ Explore animals that hibernate during the Winter □ Identify British winter animals - ... <i>hibernation</i>▪ Begin to compare and contrast two different environments <i>-Spanish day (subject to change)</i>	<ul style="list-style-type: none">▪ Observe natural features carefully and begin to make observational drawings: □ Plants <i>daffodils-mothers day cards-</i>□ Animals <i>frog spawn- tadpoles- froglet-frog.</i>▪ Observe and know the lifecycle of a Frog/butterfly ... <i>egg, caterpillar, chrysalis/cocoon, butterfly/moth:</i> □ Talk about habitat □▪ Plant bulbs and seeds ... Talk about what plants need to grow ...<i>sunflowers</i>▪ Sequence growth from baby to adult. Talk about key changes ... <i>same / different YME</i>	
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Expressive Arts and Design

KS1: Music, Art and DT

Autumn

Spring

Summer

Creating with Materials

- Draw with increasing complexity and detail, such as representing a face with a circle and including details *Me, my family and friends*
- Show different emotions in drawings and paintings *friendship*
- *Continue to* explore colour and colour mixing.
- Safely use and explore a variety of materials and tools – *firework scrape pictures*
- Explore new techniques – *autumn scenes*
- Observational drawings – *pumpkins*
- Talk about new creations
- *Begin to* return to and build upon previous learning

Being Imaginative & Expressive

- Take part in simple pretend play
 - ⇒ Family / play date role play ... *role, pretend, imagine*
- Begin to develop complex stories using small world equipment
- Begin to develop storylines in their pretend play – *including those linked to focus text ... story language, character, beginning, middle, end* – Super Duper You, Superworm, Leaf Thief and Bear Snores On, The Nativity
- *Begin to* listen attentively, move to and talk about music, expressing their feelings and responses
 - ⇒ How does the music make me feel? ... *emotions vocabulary (see PSE)*
 - ⇒ Watch live music / dance performances linked to festivals ... *perform, celebrate, audience, musician, dancer – Harvest Festival, Christmas performances*
- Sing in a group or on their own – *Reception Nativity*
 - ⇒ Engage in circle and partner songs
- *Begin to* explore and engage in music making and dance – Kapow/ExploringSound
vocal/bodies/instruments/environmental/nature

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- **Creating with Materials**
- Explore and use a variety of artistic effects to express their ideas and feelings
- Colour mixing to create a Winter scene / text illustration
- Observation drawings using a range of media – daffodils, frogspawn/tadpoles and caterpillars/butterflies – *Mothers Day cards*
- Using a range of different media and materials to create fairy tale scene / character ...
- Explore folding and cutting *Chinese dragons and lanterns*
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively sharing ideas, resources and skills
- Working in partnership / small groups
- **Being Imaginative & Expressive**
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Range of water / winter music
- Watch and talk about dance and performance art, expressing their feelings and responses. *Nursery rhymes PE*
- Sing in a group or on their own, increasingly matching the pitch and following the melody -*Kapow – Musical Stories*
- Explore and engage in music making and dance, performing solo or in groups
- Acting out story with instrumental sounds Kapow – *Musical Stories*
- *Begin to* make own verse for familiar song
- Invent and dance / play music to show different emotions ... *emotions vocabulary (see PSE) / PE Dance*
- *Begin to* watch and talk about dance and performance art
- What type of dance/music is it? ... *adjectives to describe music; e.g. happy, sad, slow, fast, bouncy*
- Develop storylines in their pretend play
- Imitating – Innovating – Inventing (using story language in role play / small world play) *Fairy tales and Growing topics*

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – *Ocean scenes*
- Share their creations, explaining the process they have used

Being Imaginative & Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Make use of props and materials when role playing characters in narratives and stories.
- Sing a range of well-known nursery rhymes and songs; *Kapow – Transport – Experimenting with sounds to represent transport and changes in tempo and rhythm*
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. – *End of year Prayer and Liturgy*