

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	I am Amazing	Let's Celebrate!	What a wonderful World	Our community	Growing	The great outdoors
Core Text	<ul style="list-style-type: none"> Where's my Teddy Peace at Last Goldilocks and the Three Bears 	<ul style="list-style-type: none"> Room on a broom The Gingerbread man Stickman 	<ul style="list-style-type: none"> Oi Get off our train Lost and found Monkey Puzzle Handa's Surprise 	<ul style="list-style-type: none"> The Three Little Pigs Squash and a Squeeze Little Red Riding hood 	<ul style="list-style-type: none"> A seed in Need The Little Red Hen Pig in the pond 	<ul style="list-style-type: none"> What the ladybird Heard The Pirates are coming On Sudden Hill
Core Poems and Rhymes	Monday's Child Is Fair Of Face. An Alphabet by Edward Lear - A Was Once an Apple Pie .	Incy Wincy Spider Beautiful Soup - Turtle Soup - A Poem by Lewis Carroll from Alice's Adventures in Wonderland	Tree On The Hill Nursery Rhyme	Mix A Pancake - by Christina Rossetti	A Little Seed by Mabel Watts Hurt No Living Thing by Christina Rossetti	The Swing by Robert Louis Stevenson Minnie and Winnie poem by Alfred Lord Tennyson
COMPREHENSION	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations.	Experience and respond to different types of books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story,	Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection.	Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted.	Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to	Play influenced by experience of books - act out stories through role play activities and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or

	Enjoy joining in with rhyme, songs, and poems. Join in with repeated refrains and key phrases.	using puppets, pictures from book or role-play.	Play is influenced by experience of books (small world, role play).	Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
WORD READING	Hear general sound discrimination and be able to orally blend and segment.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to RWI.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to RWI.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Re-read what they have written to check that it makes sense.
Writing	Emergent writing: Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Composition: Understands that thoughts and stories can be written down. Spelling: Orally segment sounds in simple words.	Emergent writing: Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition:	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting:	Emergent writing: Build words using letter sounds in writing. Composition: . Begin to write a simple sentence with support. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Begin to write a simple sentence/caption may include a full stop. Spelling: Spell words by drawing on knowledge of known	Emergent writing: Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.

	<p>Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Draws lines and circles.</p>	<p>Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds.</p> <p>Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>e.g., the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Write different text forms for different purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words independently.</p>
<p>Core vocabulary</p>	<ul style="list-style-type: none"> • Family Vocab: older, younger, sister Bother, Mum, Dad... • House vocab: roof, window, stairs, doorway, chimney, path... • Story Vocab; beginning middle end, once upon a time, happily ever after, final, beginning ... • Size vocab: tiny, enormous, gigantic, 	<ul style="list-style-type: none"> • Celebrate • Birth, nativity, tradition. • Post, letter • Gift, present 	<ul style="list-style-type: none"> • Near, Far • Jungle, tropical, frozen, ice, polar. • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

	weeny, tiddly, tremendous. ...					
<p>Communication and language Ongoing <i>*Learn new vocabulary</i> <i>*Use new vocabulary in different contexts.</i> <i>*Use new vocabulary through the day in discussions and conversations.</i> <i>*Learn new rhymes, poems, and songs.</i> <i>*Listen to and talk about stories to build familiarity and understanding.</i></p>	<p>Listening: Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i> Attention: Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i> Respond: <i>Engage in story times.</i> Join in with repeated refrains and anticipate</p>	<p>Listening: Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment. Attention: Maintain attention in new situations. Shift attention when required. Respond: Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Respond to others appropriately in play. <i>Engage in story times.</i></p>	<p>Listening: Listen attentively in a range of situations and know how to listen carefully. Attention: Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom. Respond: Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play. Understanding: Consider the listener and takes turns to</p>	<p>Listening: Understand why listening is important. Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar. Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listening: Listen to and understand instructions about what they are doing, whilst busy with another task Attention: Listen and continue with an activity for a short time. Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Understanding:</p>	<p>Listening: Listen attentively and respond to what they hear with relevant questions, comments, or actions. Attention: Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed. Respond: Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear. Understanding: Retell a story with some exact repetition and in their own words.</p>

	<p>key events and phases in stories or rhymes. Respond appropriately when asked.</p> <p>Understanding: Follow 1 step instructions. <i>Understand 'why' questions.</i></p> <p>Speaking: <i>Use sentences of 4-6 words.</i> <i>Sing a large repertoire of songs.</i> Begin to use social phrases <i>Use talk to organize themselves and their play.</i></p>	<p><i>Engage in non-fiction book.</i></p> <p>Understanding: <i>Follow instructions or a question with 2 parts in familiar situations.</i></p> <p>Speaking: Use intonation to make meaning clear to others. <i>Start a conversation with peers and familiar adults and continue it for many turns.</i> Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a simple event</p>	<p>listen and speak in different contexts.</p> <p>Speaking: Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<p>Understanding: Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition (T4W)</p> <p>Speaking: Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences. Retell/create own stories for teacher scribing. Begin to connect one idea or action to another. Use simple conjunctions. Use talk to help work out problems and organize thinking and activities.</p>	<p>Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.</p> <p>Speaking: Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener. Express ideas about feelings and experiences. Articulate their ideas in well-formed sentences. Show that they can use language to reason and persuade.</p>	<p>Understand that words can be put into groups or categories, and give examples from each category. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them.</p> <p>Name objects, characters, and animals from a description.</p> <p>Speaking: Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in</p>
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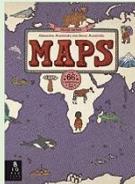
						<p>conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words.</p>
<p>Mathematics</p>	<p>Subitising perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. Cardinality, ordinality and counting relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song. Have a wide range of opportunities to develop 1:1 correspondence,</p>	<p>Subitising continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. Cardinality, ordinality and counting</p>	<p>Subitising increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. Cardinality, ordinality and counting</p>	<p>Subitising explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Cardinality, ordinality and counting</p>	<p>Subitising continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. Cardinality, ordinality and counting</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

	<p>including by coordinating movement and counting Have opportunities to develop an understanding that anything can be counted, including actions and sounds. Explore a range of strategies which support accurate counting.</p> <p>Composition See that all numbers can be made of 1s Compose their own collections within 4.</p>					
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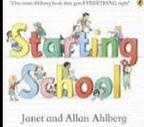
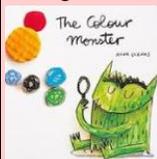
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Science</p> <p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Observation: Explore the natural world around them by</p>	<p>Learn about changes since a baby.</p> <p>Understand how to care for their body and stay healthy.</p> <p>Skills builder step 0- listen as they express preference.</p>	<p>We all have similarities and differences and we are all unique</p> <p>Understand how things change shape.</p> <p>Learn about vegetables</p>	<p>Talk about materials and changes they notice.</p> <p>Learn about wheat</p> <p>Know about melting</p> <p>Know how water changes</p> <p>Learn about fruit.</p>	<p>Learn about ingredience and measuring (lent)</p> <p>Learn about chickens and eggs.</p> <p>Different types of transport.</p> <p>Learn about plants</p>	<p>Learn about milk and where it comes from</p> <p>Learn where jumpers come from.</p> <p>Know what happens when you push or pall something.</p>	<p>Know which things sink and swim.</p> <p>Learn about insects.</p>

<p>taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things</p>						
<p>Garden focus</p>	<p>Harvesting and clearing</p>	<p>Plant spring bulbs Rake the leaves and compost.</p>	<p>Feed the birds. Plan planting</p>	<p>Planting</p>	<p>Watering and weeding</p>	<p>bug hotels Harvest and share</p>
<p>History</p>	<p>Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Talk about their families</p> <p>Begin to make sense of their own life-story. Name and describe their family.</p> <p>Skills builder 1 listen and remember instructions.</p>	<p>Find out about key historical events and why and how we celebrate today?</p> <p>Talk about why we have poppies and highlight things that happened before and after they were born.</p> <p>Comment on images of familiar situations in the past.</p> <p>Use the language of time when talking about past/present events in their own lives and in the lives of others including</p>	<p>Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p> <p>Look at transport old and new how did people travel in the Past?</p>	<p>Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change.</p>	<p>Recount an event, orally, pictorial and/or with captions. Our visit to the fire station.</p> <p>Talk about key roles people have in society both in the present and past.</p>	<p>Order experiences in relation to themselves and others, including stories. Recount educational visit.</p> <p>Comment on images of familiar situations in the past.</p> <p>Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p> <p>Respect:</p>

		people they have learnt about through books.				
<p>Geography <i>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</i></p>	<p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, and read commons signs and logos.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p>Compare the similarities and differences in the way we celebrate.</p> <p>Begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc</p> <p>Recognize that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> • Skills builder Speaking step 1 	<p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p> <p>Program to instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.</p> <p>Recognize some environments that are different to the one in which they live e.g., Antarctica.</p> <p>Use technology and IT equipment to make observations or find information about different locations and places.</p> <p>Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p>Talk about our Mummy's and why they are special.</p> <p>Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> <p>Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map.</p> <p>Draw information from a simple map and identify landmarks of our local area walk.</p> <p>comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre.</p>	<p>create a simple map including pictures.</p>	<p>Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>

				<p>Complete a simple program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.</p> 		
<p>Creating with Materials (Art & Design)</p> <p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p>	 <p>Artist study Paul Klee Aspect focus: Colour & Printing Selecting a colour for a purpose</p> <p>Investigate colour mixing and know how to mix secondary colours.</p> <p>Skills builder 1 listen and remember instructions.</p>	 <p>Artist Study Jackson Pollock Aspect focus: Process art Use a variety of paint types and processes to make marks with paint.</p>	 <p>Artist Study Henri Rousseau Aspect focus: Texture Explore ways of creating texture, mixing medias and using fabrics and materials to represent what they see.</p>	 <p>Artist Study Georgia O'Keefe Aspect Focus: Observational drawing and printing. Use objects to print to create effects. Create a simple lino style print.</p>	 <p>Artist Study Henri Matisse Aspect Focus Collage Select materials to create effects and represent images. Use tools to manipulate materials to create effects.</p>	 <p>Artist Study Hepworth Aspect Focus Sculpture and line Use line and colour to record observations from real life. Select and mix colours for a purpose. Create two shades of contrasting tones.</p>
<p>PE</p>	<ul style="list-style-type: none"> Stability; reaching, stretching and balancing 	<ul style="list-style-type: none"> Fundamental movement skills; negotiating space and increasing control over objects 	<ul style="list-style-type: none"> Jungle Dance; creating imaginative and expressive movements and 	<ul style="list-style-type: none"> Net and wall games; sending and receiving balls Skills builder staying positive step 1 	<ul style="list-style-type: none"> Athletics; jumping, throwing and running 	<ul style="list-style-type: none"> Invasion games; passing, attacking and defending skills

			developing performance skills			
Fine Motor skills	<ul style="list-style-type: none"> Cuts on line continuously Copies cross Copies square Handedness well established 	<ul style="list-style-type: none"> Writes name Writes numbers 1-5 Copies letters 	<ul style="list-style-type: none"> Dresses and undresses independently Colours within lines Uses a 3 fingered grasp of pencil and uses fingers to generate movement 	<ul style="list-style-type: none"> Can draw basic pictures Cuts out simple shapes Copies triangle Pastes and glues appropriately 	<ul style="list-style-type: none"> Forms most letters and numbers correctly Can build Lego, knex and other blocks independently 	<ul style="list-style-type: none"> Writes consistently on the lines Demonstrates controlled pencil movement Good endurance for writing
Music	Me!	Christmas Play	My Stories + Whole School Song	Everyone	Our World	Reflect, rewind, replay • (excluding Big Bear Funk elements)
Overview	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers 	•	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey 	<ul style="list-style-type: none"> All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
Cross Curricular and Topic Based	<p>Explore:</p> <ul style="list-style-type: none"> Growing Homes Colour Toys How I look 	•	<p>Explore:</p> <ul style="list-style-type: none"> imagination Festivals Fairies Pirates Treasure Superheroes Let's Pretend Once Upon A Time 	<p>Explore:</p> <ul style="list-style-type: none"> Family Friends People Music from around the world 	<p>Explore:</p> <ul style="list-style-type: none"> Jungle Animals/Minibeasts Night and day Sand and water Seaside Seasons/Weather Space 	•

<p>Supporting Music</p>	<p>Celebration by Kool & The Gang, Happy by Pharrell Williams, Sing by the Carpenters, Sing a Rainbow sung by Peggy Lee, Happy Birthday by Stevie Wonder, Our House by Madness</p>	<ul style="list-style-type: none"> • 	<p>Roll Alabama by Bellowhead , Boogie Wonderland by Earth, Wind and Fire, Don't Go Breaking My Heart by Elton John and Kiki Dee, Ganesh is Fresh by MC Yogi, Spiderman sung by Michael Bublé</p>	<p>We are Family by Sister Sledge, Thula Baba - a South African Lullaby , ABC by The Jackson 5, My Mum is Amazing by Zain Bhikha, Congo by Miami Sound Machine, Mozart's Horn Concerto no 4 - Rondo</p>	<p>Lovely Day performed by Bill Withers, Beyond The Sea sung by Robbie Williams, Mars from The Planets by Gustav Holst, Frogs' Legs and Dragons' Teeth by Bellowhead, Ain't No Mountain High Enough by Marvin Gaye and Tammi Tyrell, Singing the Rain by Gene Kelly</p>	<p>William Tell Overture by Rossini, Dance of the Sugar Plum Fairy by Tchaikovsky, Flight Of The Bumblebee by</p> <ul style="list-style-type: none"> • Rimsky-Korsakov, Jupiter, The Bringer Of Jollity by Gustav Holst, Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams
<p>RE</p>	<ul style="list-style-type: none"> • Why is the word God so important to Christians? 	<ul style="list-style-type: none"> • Why do Christians perform nativity plays at Christmas? • Skills builder speaking 0 	<ul style="list-style-type: none"> • Why are some stories special? 	<ul style="list-style-type: none"> • Why do Christians put a cross in the Easter garden? 	<ul style="list-style-type: none"> • What happens in our church? 	<ul style="list-style-type: none"> • What makes every person special, unique and important?
<p>PSED</p>	<p>Express feelings: Aware of own feelings, can <i>talk about them</i>.</p> <p>Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.</p> <p>School transition.</p>  <p>Manage behaviour: Understand behavioural expectations of the setting.</p>	<p>Express feelings: Can show concern for others and show awareness of how their actions may impact on others.</p> <p>Talk with others to solve conflicts. Can identify how they are feeling.</p>  <p><i>Beginning to express their feelings and consider the perspectives of others.</i></p>	<p>Express feelings: Can show pride in achievements by showing work to others.</p> <p>Manage behavior: Understand behavioral expectations of the setting.</p> <p>Self-awareness: Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.</p> <p>Independence: Can independently manage their own needs; eating, drinking, accessing</p>	<p>Express feelings: Can make choices and communicate what they need.</p> <p>Manage behaviour: Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p>Self-awareness: Happy to stand up in assembly or in front of the class and share achievements with others.</p> <p>Independence:</p>	<p>Express feelings: Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them.</p> <p>Manage behaviour: Can follow instructions, requests, and ideas in a range of situations.</p> <p>Self-awareness: Can talk about their own abilities positively.</p> <p>Independence: Show resilience and perseverance, a belief that with more effort or</p>	<p>Express feelings: Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.</p> <p>Manage behaviour: Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</p> <p>Self-awareness:</p>

	<p><i>Increasingly follow rules understanding why they are important.</i></p> <p>Self-awareness: Know what they like and do not like.</p> <p>Independence: Can independently organise themselves in the morning. Can manage their own personal hygiene.</p> <p>Collaboration: Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Social skills: Engage in positive interactions with adults and peers.</p>	<p>Manage behaviour: Begin to take turns and share resources.</p> <p>Self-awareness: Can talk about what they are doing and why.</p> <p>Independence: Can independently choose areas they would like to play in or resources they would like to use.</p> <p>Can say when they help.</p> <p>Collaboration: Begin to share and take turns.</p> <p>Social skills: Seek familiar adults and peers to engage in conversations and ask for help.</p>	<p>snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods.</p> <p>Collaboration: Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p>Social skills: Seek others to share activities and experiences.</p>	<p>Begin to show persistence when faced with challenges.</p> <p>Collaboration: Knows it is important to work together to look after our classroom resources and our school grounds.</p> <p>Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>Social skills: Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.</p>	<p>with a different approach success will occur. Understands rules linked to road safety.</p> <p>Collaboration: Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> <p>Social skills: Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p>	<p>See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</p> <p>Independence: Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p>Collaboration: Can show sensitivity to others' needs and feelings.</p> <p>Social skills: Can resolve conflict and able to compromise. Take responsibility for their own actions.</p>
<p>Phonics Ongoing <i>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</i></p>	<ul style="list-style-type: none"> • RWI • Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words 		<ul style="list-style-type: none"> • RWI • Skills builder Aim high step 1 		<ul style="list-style-type: none"> • RWI 	



Knutton, St Mary's C of E Academy Reception Curriculum Overview



Trips/Visitors/parent involvement	<ul style="list-style-type: none"> Phonics and reading workshop Tapestry workshop Harvest Church visit 	<ul style="list-style-type: none"> Christmas craft Nativity Santa visit 	<ul style="list-style-type: none"> Maths Workshop Whole school project sharing assembly Fire station visit 	<ul style="list-style-type: none"> Morrisons visit Easter church service Bonnet parade Mothers' day Service 	<ul style="list-style-type: none"> Parent garden party Peak wildlife visit Sports day 	<ul style="list-style-type: none"> Teddy bears picnic Foundation stage Festival
Legacy Learning	EYFS garden and community sharing of our harvest.					
Assessments	<ul style="list-style-type: none"> RWI Power Maths Writing 	<ul style="list-style-type: none"> RWI Power Maths Writing 	<ul style="list-style-type: none"> RWI Power Maths Writing 	<ul style="list-style-type: none"> RWI Power Maths Writing 	<ul style="list-style-type: none"> RWI Power Maths Writing 	<ul style="list-style-type: none"> RWI Power Maths Writing