

Reception Class 2021-2022							Topic Overview					
Science	ICT	History	Geography	RE	PE	DT	Art	Music	PSHE	Maths	Literacy	
Understanding the World					PD	Expressive Arts and Design			PSED	Maths	Communication and language	Literacy
Autumn Term All About Me & Everything Around Me					Spring Term Fantasies and Fairy Tales				Summer Term Our World			
1) <i>All About Me</i> <i>What makes me special</i> <i>Who is in my family</i> <i>What is my favourite animal</i> <i>What is my favourite toy</i> <i>What is special to me</i> <i>Who do I love</i> <i>What do I want to be when I am older</i> <i>What do I like to eat</i> <i>What do I like to wear</i> <i>What makes me interested and excited</i> <i>What makes me happy/sad</i>		2) <i>Autumn</i> <i>Harvest</i> <i>Countryside in the Winter/Summer</i> <i>How do we keep the animals warm on the farm</i> <i>Polar regions</i> <i>Similarities and differences between animals on the farm and animals in polar regions</i> <i>Winter</i> <i>Christmas</i> <i>Bonfire Night</i> <i>Diwali Festivals of Light</i> <i>Weather</i> <i>Non-fiction</i>			1) <i>Space</i> <i>Planets</i> <i>Dinosaurs</i> <i>Treasure/pirates</i> <i>Superheroes</i> <i>Aliens</i> <i>Colours</i>		2) <i>Dressing up</i> <i>Narrating and scribing stories</i> <i>My favourite characters</i> <i>My favourite story</i> <i>Nursery Rhymes</i> <i>Alternative endings</i> <i>Story mapping</i> <i>Story structures</i>		1) <i>Pets</i> <i>Jungle</i> <i>Zoo</i> <i>Farm</i> <i>Mini beasts</i> <i>Reptiles</i> <i>Patterns and texture</i> <i>Lifecycles -</i> <i>Plants/butterflies/humans</i> <i>Pond life</i>		2) <i>My community</i> <i>Around the world</i> <i>Atlases</i> <i>Journeys/transport</i> <i>Seaside</i> <i>Ice cream and process of Ice-cream</i> <i>Holidays - How to go on Holiday</i> <i>The community of people in another country (Italy)</i>	
Books to focus on: <ul style="list-style-type: none"> - <i>The Runaway Pea (overcoming obstacles)</i> - <i>Dogger</i> - <i>That's not my...</i> - <i>We're Going on a Bear Hunt</i> - <i>My Pet Star</i> - <i>Today I'm Strong</i> - <i>Making Friends</i> - <i>Rainbow fish (Transition Day)</i> - <i>Leaf Trouble</i> - <i>Leaf Man</i> - <i>Binny's Diwali</i> - <i>Rosie's Walk (Journey)</i> 					Books to focus on: <ul style="list-style-type: none"> - <i>Beegu</i> - <i>Harry and his Bucket Full of Dinosaurs</i> - <i>Room on the Broom</i> - <i>Planet Rescue</i> - <i>Green Eggs and Ham</i> - <i>Dear Zoo</i> - <i>Whatever Next</i> - <i>Supertato</i> - <i>Goldilocks and the Three Bears</i> - <i>#Goldilocks</i> - <i>The Three Little Pigs</i> - <i>Super Pigs</i> - <i>Jack and the Beanstalk</i> - <i>Aliens Love Underpants</i> - <i>Pirates Love Underpants</i> - <i>The Night Pirates</i> - <i>Six Dinner Sid</i> 				Books to focus on: <ul style="list-style-type: none"> - <i>The Very Hungry Caterpillar</i> - <i>The Tiny Seed</i> - <i>Funny Bones</i> - <i>Shark in the Park</i> - <i>The Tale of Peter Rabbit</i> - <i>Handa's Surprise</i> - <i>The Nature Trail</i> - <i>What the Lady Bird Heard at the Farm</i> - <i>What the Lady Bird Heard at the Seaside</i> - <i>Non-Fiction books</i> - <i>Vanilla Ice-Cream</i> - <i>The Goggle-Eyed Goats</i> 			
<u>Celebrations:</u>					<u>Celebrations:</u>				<u>Celebrations:</u>			

<p>Learning through routines:</p> <p><u>PE (Monday) - Fun and Games</u> /Working with Others <u>Music (Wednesday)-Me!</u> <u>Art (Wednesday) -</u></p>	<p>Learning through routines:</p> <p><u>PE (Monday) - Movement</u> Development and Following instructions <u>Music (Wednesday)- My Stories</u> <u>Art (Wednesday) -</u></p>	<p>Learning through routines:</p> <p><u>PE (Monday) - Throwing</u> and Catching <u>Music (Wednesday)-</u> Everyone! <u>Art (Wednesday) -</u></p>	<p>Learning through routines:</p> <p><u>PE (Monday) - Dance</u> <u>Music (Wednesday)- Our</u> World <u>Art (Wednesday) -</u></p>	<p>Learning through routines:</p> <p><u>PE (Monday) - Ball Skills</u> <u>Music (Wednesday)- Big Bear</u> Funk <u>Art (Wednesday) -</u></p>	<p>Learning through routines:</p> <p><u>PE (Monday) - Dance</u> <u>Music (Wednesday)- Reflect,</u> Rewind and Replay <u>Art (Wednesday) -</u></p>
<p><i>Trips/Special events:</i></p>					

<p>Communication and Language – Listening, Attention and Understanding & Speaking</p> <p>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.</p>		
<p>Autumn Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books Learn new vocabulary Use new vocabulary through the day Learn nursery rhymes, poems and songs. Develop social phrases. Use talk to organise themselves and others in their group</p>	<p>Spring Learn and use new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Begin to articulate their ideas and thoughts in well-formed sentences. Begin to connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Summer -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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Key Vocabulary Listen sit Look quietly Wait take turns Story Story map Fiction Title Characters Settings Nursery rhymes Information, non-fiction, photographs Nursery rhyme names Good morning/afternoon, please, thank you</p>	<p>Key Vocabulary Scientific vocabulary: dissolving, drying, evaporating, robust, flaky, crumbly, transparent, opaque</p>	
<p>Learning opportunities *Teach, model and practice active listening skills – in teaching sessions and within provision * Establish clear expectations of what “Being ready to learn” looks like (facing the right way, sitting still, hands to ourselves, looking at the person talking) - practice and highlight role models *Books in the book corner should reflect children’s interests, fiction books from the reading spine, different versions of traditional tales, non-fiction and fiction books linked to Understanding of the World, a selection of reading books matching children’s phonics level. *Daily story time (Reading Spine books & Traditional tales) - copies of books to be available in the book corner for children to look at independently and for adults to share *Helicopter stories -model how to make up and record new stories, opportunities for each child to have their story performed *Daily Talk for Writing teaching sessions – focus on orally retelling a short story, talking about characters and settings (Talk for Writing key texts - The Little Red Hen, The Gingerbread Man, The Enormous Turnip, The Three Billy Goats Gruff) *Non-fiction books linked to Talk for Writing texts - e.g. farm animals, vegetables</p>	<p>Learning opportunities *Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.” *_Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. *Use picture cue cards to talk about an object: “What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?” *Keep a list of previously taught vocabulary and review it in different contexts. *Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and ‘how do you know’ questions: “I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles.” *Build upon their incidental talk: “Your tower is definitely the tallest I’ve seen all week. Do you think you’ll make it any higher?” *Remind children of previous events: “Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!”</p>	

<p>*Teach new vocabulary linked to starting school, stories and non-fiction - model using the vocabulary throughout the day</p> <p>*Daily rhyme time – learn 3 nursery rhymes per week (identified on Talk for Writing overview), provide time for children to perform and access to the nursery rhymes and props in the classroom</p> <p>*Model and encourage children to use daily social phrases – e.g. “Good morning, how are you?”, answering the register, please, thank you</p> <p>*Sustained Shared Thinking – I am going to put this large piece of lego at the bottom of my building to stop it falling over.</p>	<p>Use sequencing words with emphasis in your own stories: “Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I’m so full!”</p> <p>*Display key vocabulary around familiar books and place these in the reading area</p> <p>*Highlight a word of the week to encourage children to engage with what that word means.</p> <p>*Identify the main characters in the story, and talk about their feelings, actions and motives. Role-play different characters and use appropriate vocabulary when acting out their roles. <i>Helicopter Stories</i></p> <p>*Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of ‘claps’.</p> <p>*Select traditional and contemporary poems and rhymes to read aloud to children.</p> <p>* Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>	
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Personal, Social and Emotional Development – Self Regulation / Managing Self / Building Relationships		
<p>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 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
Autumn	Spring	Summer
<p>See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others Manage their own needs. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Begin to negotiate conflict and work out solutions during play.</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Manage their own needs. • Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian.</p>	<p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give 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 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>
<p><u>Vocabulary</u> Friend Play Good choices Share Wait Take turns listen Like Dislike Feelings – happy, sad, worried, disappointed, frustrated Belongings, coat,jumper, coat peg, toilet, manners</p>	<p><u>Vocabulary</u> Feelings: timid, bold, confident, self-assured, nervous, brave, worried</p>	
<p><u>Learning Opportunities</u> Introduce “Green Behaviour” expectations and “Green Star of the Day” - what does “Green Behaviour” look like? *Highlight and celebrate “in the moment” examples *Circle Time sessions – talking about ourselves – likes/dislikes, our families *Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture. *Take opportunities in class to highlight a child’s interests, showing you know them and about them. *Learning reflection time – opportunities to share learning with a small group/whole class *Role Play group activities to develop friendships/turn taking and confidence – home corner, puppets, small world *PSHE Lesson 1 – Friendships *Signs for Feelings and Behaviour - Max and Milly Stories focusing on settling into a new school, friendships, taking turns and sharing, being kind towards each other. *Establish a clear routine to support children to manage their own needs - how to use the bathroom (e.g. flush the toilet, use to soap to wash and dry hands), managing their belongings (e.g. put their coat on a peg, book in the box, lunchbox on the trolley), getting ready for home time *Putting on a coat and zipping/buttoning it up *Putting on/taking off a jumper *Model table manners at lunchtimes (e.g. eating with our mouths closed, waiting turns to talk in a conversation) and how to use a knife and fork if having a school dinner</p>	<p><u>Learning Opportunities:</u> *Make sure children are encouraged to listen to each other as well as the staff. *Ensure children’s play regularly involves sharing and cooperating with friends and other peers. *Have high expectations for children following instructions, with high levels of support when necessary. *Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. *Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work – Encourage them to discuss what went well and what they could have done better. *Provide problem solving opportunities which involve them working out and resolving the issue independently, only providing support when necessary. * Help children to set own goals and to achieve them by asking children to think about what they would like to have achieved by the end of the task. * Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. * Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. *Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. *Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p>	

Physical Development – Gross Motor Skills / Fine Motor Skills		
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence		
Autumn	Spring	Summer
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Focus on pincer grip development (assess on entry) Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. Further develop the skills they need to manage the school day successfully: - lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes	- Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -Combine different movements with ease and fluency - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming - 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; -Develop the foundations of a handwriting style which is fast, accurate and efficient. - Begin to show accuracy and care when drawing.
Pencil Cut Write Crayon Felt tip Scissors Paint brush Hold Pen Draw Grip roll, crawl, walk, jump, run. hop, skip, climb faster, slower, move, space, balance Wash, clean, soap, dry, flush, toilet, sink Food types and names healthy exercise	Dainty, gentle, lunchtime, manners, co-ordination, crawl, hop, skip, climb, control	
<u>Learning Opportunities</u> *5 Minute Daily Dough Disco sessions – hand and finger muscle development *Daily “Funky Fingers” activities – e.g. using tweezers to pick up and move small objects, threading buttons and beads, sewing cards, small peg boards, elastic band boards * Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. *Name writing activities - tracing over name, copying name card *Support to develop pincer grip - assess individual children’s starting points Practise forming Phase 2 letters as they are taught providing models that show starting points and direction on each letter *Scissor control activities – correct positioning in hand and cutting straight and curved lines *Copying and creating large and small scale patterns – chalk, felt tips, paint, pencils, sand, shaving foam *Practice using a knife and fork – adult support to hold correctly (cutting Play dough and eating school dinner) *Focus on gross motor skill development in the outdoor area (use of climbing frames, hill and bridge, group games) and during indoor PE sessions - spatial awareness *Introduce and use a whole class visual timetable which is referred to throughout the day *Practice lining up and waiting quietly in the classroom and on the playground Regular reminders about how to use the bathroom so we all stay clean (e.g. flushing the toilet and washing hands with soap) *Talk about the school dinner menu each day - making choices and trying new types of	<u>Learning Opportunities</u> * Give children experience of carrying things up and down on different levels (slopes, hills and steps). * Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. * Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others. * Model precise vocabulary to describe movement and directionality, and encourage children to use it. * Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. * Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den. * Encourage children to be highly active and get out of breath several times every day. * Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. *Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options. * Provide a range of different sized ‘balls’ made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. * Teach and model correct letter formation.	

food

*Healthy eating - encourage children to have a snack, try new fruit/vegetables

*Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers
- that they can move and rotate their lower arms and wrists independently

* Teach and model correct letter formation.

Literacy – Comprehension / Word Reading / Writing		
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).		
Autumn	Spring	Summer
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. Write some letters accurately.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
<p>Title Front cover Author Illustrator</p>	<p>Capital letter full stop finger space blurb setting characters segmenting blending decoding lower case letter</p>	
<p>Learning Opportunities:</p> <ul style="list-style-type: none"> * When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a ‘word’ to children, pointing out how some words are longer than others and how there is always a space before and after a word. * Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: “Twinkle, twinkle yellow car” Making rhymes personal to children: “Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon.” Deliberately miss out a word in a rhyme, so the children have to fill it in: “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —.” Use magnet letters to spell a word ending like ‘at’. Encourage children to put other letters in front to create rhyming words like ‘hat’ and ‘cat’ * Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc). * Show children how to touch each finger as they say each sound. 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> * Help children to read the sounds speedily. This will make sound-blending easier. * Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. * Show how to say sounds for the letters from left to right and blend them, for example, big, stamp. * Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words. * Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line. * Support children to form the complete sentence orally before writing – <i>Helicopter Stories</i> * Model how you read and re-read your own writing to check it makes sense. 	

Mathematics – Number / Numerical Patterns		
<p>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.</p>		
Autumn	Spring	Summer
<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>- Have a deep understanding of number to 10, including the composition of each number; 14 - 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. Automatically recall number bonds to 10. - 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. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>
<p>Matching corresponding quantity sides edges corners vertices flat round under over next to behind ahead patterns pointy spotty bkbs morning afternoon evening first then finally</p>	<p>Subitise compare number bonds pair repeat length height weight capacity continue addition subtraction</p>	
<p><u>Learning Opportunities</u> * Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns. * Ask children to get you several things and emphasise the total number in your conversation with the child. * Use small numbers to manage the learning environment. Suggestions: have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc. * Discuss mathematical ideas throughout the day, inside and outdoors. Suggestions: • "I think Jasmin has got more crackers..." • support children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs..." • draw children's attention to differences and changes in amounts, such as those in stories like 'The Enormous Turnip'. * Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other.</p>	<p><u>Learning Opportunities</u> * Say how many there are after counting – for example, "...6, 7, 8. There are 8 balls" – to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle. * Say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see?" - <i>Count out a smaller number from a larger group: "Give me seven..."</i> Knowing when to stop shows that children understand the cardinal principle. * Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. * Encourage children to show a number of fingers 'all at once', without counting. * Display numerals in order alongside dot quantities or tens frame arrangements. * Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements.</p>	

<p>* Provide experiences of size changes. Suggestions: “Can you make a puddle larger?”, “When you squeeze a sponge, does it stay small?”, “What happens when you stretch dough, or elastic?”</p> <p>*Talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: “Is it exactly...?”</p> <p>* Provide patterns from different cultures, such as fabrics.</p> <p>* Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.</p> <p>* Talk about patterns of events, in cooking, gardening, sewing or getting dressed. Suggestions: • ‘First’, ‘then’, ‘after’, ‘before’ • “Every day we...” • “Every evening we...”</p> <p>* Count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, ‘yesterday’ and ‘tomorrow’.</p> <p>*Identify children who have had less prior experience of counting and provide additional opportunities for counting practice.</p> <p>* Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system</p>	<p>*Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.</p> <p>* Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them.</p> <p>* Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same</p>	
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Understanding the World – Past and Present / People, Culture and Communities / The Natural World		
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.		
Autumn	Spring	Summer
Talk about members of their immediate family. Name and describe people who are familiar to them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family’s history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Family member names – mum, dad, brother, sister, auntie, uncle, grandparents, cousins Season, Autumn, home abroad environment nature, natural man-made	Historical past present map sign symbol celebrations senses smell taste touch sight hear season spring summer autumn winter hot cold temperature	
<ul style="list-style-type: none"> *Sharing family photographs – talking about themselves and their immediate family members (how families can be different to each other) *Learn about the season of Autumn - nature walk within school grounds – collecting and taking photos of natural objects/seasonal changes *Talking about the weather daily and how it changes *Exploring the outdoor area - describing what they can see and do - talk about different areas *Talking about the weather daily and how it changes *Harvest time – naming vegetables, how they grow (linked to The Enormous Turnip), vegetable tasting *Making bread in a small group (linked to The Little Red Hen) – following a recipe, talking about changes to ingredients when they are mixed together. - Make collections of natural materials to investigate and talk about. Suggestions: • contrasting pieces of bark • different types of leaves and seeds • different types of rocks • different shells and pebbles from the beach 	<ul style="list-style-type: none"> - Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. - Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. -Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. - Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. - Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. - In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. 	

<ul style="list-style-type: none"> -Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking. -Draw children’s attention to forces. Suggestions: • how the water pushes up when they try to push a plastic boat under it • how they can stretch elastic, snap a twig, but cannot bend a metal rod • magnetic attraction and repulsion - Provide children with opportunities to change materials from one state to another. Suggestions: • cooking – combining different ingredients, and then cooling or heating (cooking) them • melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite) - Explore how different materials sink and float. Explore how you can shine light through some materials, but not others. Investigate shadows. - Celebrate and value cultural, religious and community events and experiences. - During dedicated talk time, listen to what children say about their family. -Share information about your own family, giving children time to ask questions or make comments. 	<ul style="list-style-type: none"> - Familiarise children with the name of the road, and or village/town/city the school is located in. - Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. - Teach children about places in the world that contrast with locations they know well. -Use relevant, specific vocabulary to describe contrasting locations. - After close observation, draw pictures of the natural world, including animals and plants. - Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. -Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside - Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. -Look for children incorporating their understanding of the seasons and weather in their play. 	
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Expressive Arts and Design – Creating with Materials / Being Imaginative and Expressive		
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.		
Autumn	Spring	Summer
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills.. Explore different materials freely, to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Remember and sing entire songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas</p> <p>art, artist observation detail melody rhythm pitch precision improvise control closed shapes</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups.</p> <p>Repeat artist expression storyline performance confidence solo duo gallery museum</p>	<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
<p>*Daily access to self selecting “Creative trolley” to use a range of materials and media to create pictures and models</p> <p>*Draw or paint a family portrait (selecting own media and materials)</p> <p>*Observational drawing of vegetables - using pencil crayons (focus on choosing the correct matching colours/size of different vegetables/adding details e.g. a stalk, spots) *Use vegetables to create portraits in the style of Giuseppe Archimboldo</p> <p>*Make simple puppets (linked to Talk for Writing stories) and use to retell and invent stories</p> <p>*Daily nursery rhymes</p> <p>*Learn songs for the Harvest Festival</p> <p>* Use collected leaves, conkers, pine cones to create artwork</p> <p>* Storytelling through small world and construction play</p> <p>*Daily role play opportunities indoors and outdoors - linked to Talk from Writing key texts and children’s innovated stories, role play areas in the classroom, mud kitchen outdoors</p> <p>* Weekly music sessions with M. Newport focusing on developing singing together as a large group</p> <p>- Children generally start to develop pretend play with ‘rules’ when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta. Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot).</p> <p>- Listen and understand what children want to create before offering suggestions.</p> <p>- Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</p> <p>- Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children’s pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</p>	<ul style="list-style-type: none"> - Provide a range of materials and tools and teach children to use them with care and precision. -Promote independence, taking care not to introduce too many new things at once. -Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists. - Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. - Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. - Provide related costumes and props for children to incorporate into their pretend play. - Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. - Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. - Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. - Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. 	

	<p>-Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>	
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