



Dunholme St Chad's Reception Curriculum

'Creating a community with open hearts and open minds'

The EYFS Curriculum at Dunholme St Chad's Church of England Primary School

Vision Statement

We are an inclusive and welcoming church school and we seek to create a community with open hearts and open minds. We strive to ensure that all members of our school community understand themselves to be valued for who they are. Our inspiring and ambitious learning environment enables pupils and adults to aspire to fulfil their hopes for the future. Through challenge and support, we help each other overcome barriers so that everyone can feel confident in pursuing excellence in all they do.

Intent

Our Reception curriculum is designed around what Greg Botrill calls 'The 3Ms' - Making conversations, Mark making, and mathematics. It is designed to be exciting and engaging, focusing around deep and purposeful play, open ended resources that create a rich and enabling environment that makes room every day for awe and wonder, joy and magic. We want our children to be valued for who they are and our curriculum incorporates opportunities for meaningful interactions and engagement. It includes our daily routines and timetables, our inside and outside environments and our emotional environment as well as our written curriculum that is based on a variety of rich and strategically chosen texts that enables us to build strong foundations that can be built upon in KS1 and KS2.

Our long term curriculum is designed to be flexible and adaptable according to the needs and interests of our children. The '3Ms' help us to focus on the development of communication, speech, vocabulary and language, mark making and writing and a solid grounding in number whilst creating moments of magic within all the seven areas of our broader curriculum. We want all children, including our most disadvantaged, to have the knowledge, self-belief and cultural capital they need to become aspirational and determined individuals who can make a difference to the world around them.

It is our intention that our children develop their love of learning through deep level play and the promotion of curiosity. We want our environments, both inside and outside, to support the development of resilience and problem solving skills; collaboration with their peers and meaningful relationships. Our curriculum includes the values of St Chad which are love, truth and humility and these values run through our themes.

We seek to give our children social assets to build their cultural capital. We have found that many of our children are starting school with difficulties in speech and pronunciation and there are many children that find making relationships and maintaining effective relationships with their peers challenging. This is perhaps due to the impact of COVID 19 and the increased use of technology and so as part of our cultural capital offer we seek to promote understanding of each other and our place in the world. We will model and nurture resolving conflicts with kindness and creating opportunities to celebrate together.

Other opportunities to develop cultural capital include:

- Nature- experiencing our ever developing and growing outdoor space throughout the changing seasons.
- Physical - Learning to ride a balance bike, play games that develop coordination skills, balancing and building.
- Risk taking-to be confident to take risks in a safe and nurturing environment.

Alongside our social and cultural investment, we will embed our values of truth, love and humility to develop a deep moral and spiritual awareness in our children that will equip them for their future and assist them in protecting their own well-being and mental health.

Our curriculum is based on the 7 statements written in the EYFS Statutory Framework 2021

Communication and Language

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.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination 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, coordination 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 coordination, 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.

Literacy

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).

Mathematics

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. We use NCETM, a mastering number approach to teaching maths. Embedded in this are the episodes of Numberblocks which are so engaging for the children. The characters are used as a springboard to teach children deep and secure knowledge of number. This helps bring maths to life in the world around them. We build on this teaching in our daily classroom routines by using five frames for self-registration and for our rainbow challenges which incorporate all areas of the curriculum. Children will learn that maths is a valuable tool for them in their lives and that the skills that they learn in 'maths gather times' are relevant, useful and fun!

Understanding the 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.

Expressive Arts and Design

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.

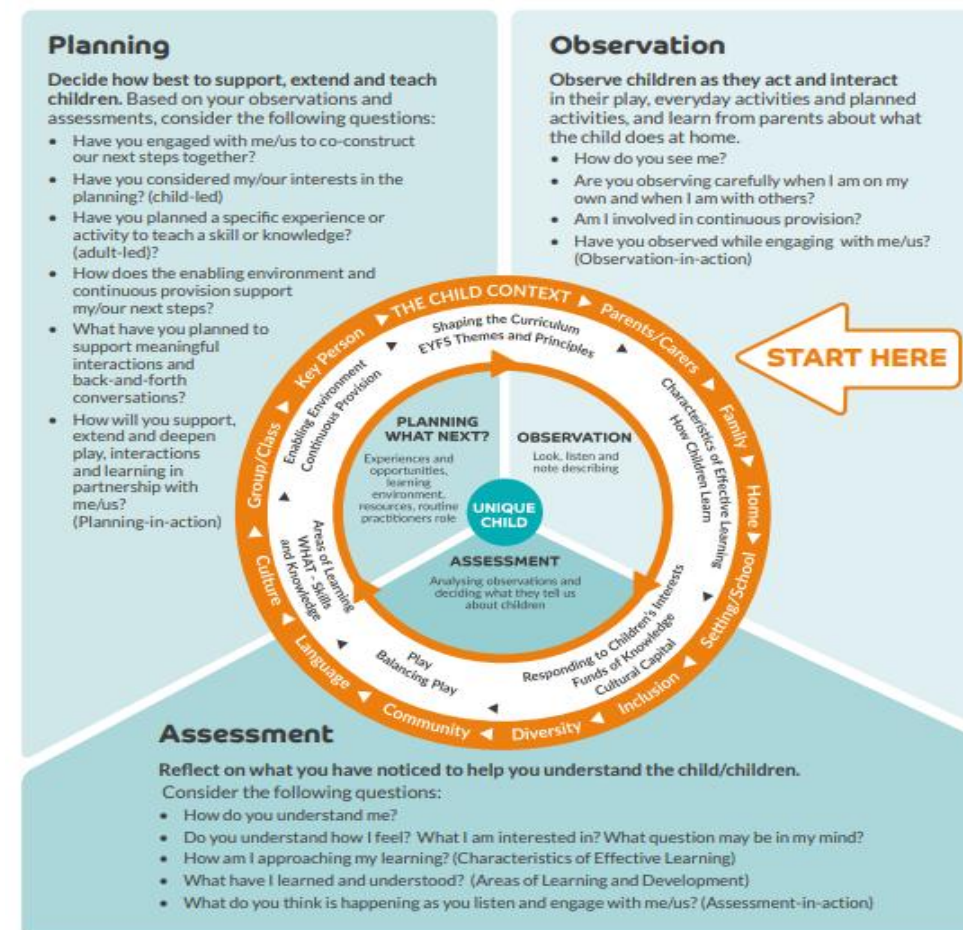
We aim for all of our children, no matter what their background, needs or challenges, to develop, aspire and deepen their knowledge in all 7 areas of the EYFS curriculum and are ambitious for all of our learners.

Implementation

We will approach our curriculum with a range of strategies including:

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- Discovery Time- where children have hands on experiences through child-initiated learning in our inspiring and enabling environment
- Gather Time – where we gather together for adult led inputs including literacy, synthetic phonics (Read Write Inc.) and maths (NCETM)
- Next Steps- Meeting children in their play with a 'next steps' approach
- Making conversations- developing back and forth interactions to extend learning
- Role-play- where children have opportunity to build confidence, develop creativity, symbolic play including real resources or experiences
- Drawing Club - where imagination and sentence code writing develops a love for writing and helps children embed early writing skills
- Moments of magic- creating unforgettable moments and memories

Our teaching and implementation strategies will be based on assessments and observations and an understanding that all children learn differently but that everyone has a right to thrive.



Engagement

We seek to engage children to such a high level that they are able to talk independently and confidently about their learning to familiar and unfamiliar adults and their peers.

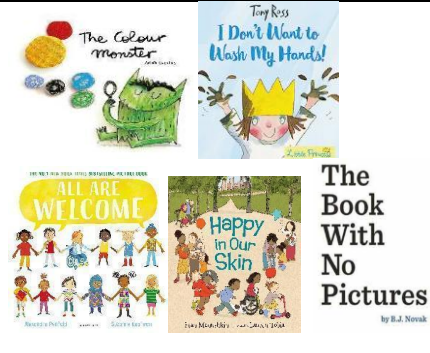
Overarching themes	Autumn <i>September-November</i>		Winter <i>December-February</i>	Spring <i>March-May</i>	Summer <i>June-July</i>	
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value Focus	 St Chad's Values - Love, Truth and Humility Focus on Love		 St Chad's Values - Love, Truth and Humility Focus on Truth		 St Chad's Values - Love, Truth and Humility Focus on Humility	
Possible Themes	All about me! Our bodies Our families Harvest Dinosaurs	Autumn Nativity and Christmas	Winter People who help us – Post People, Fire, Police, Doctors, Nurses, Dentists, Local Foodbank, Red Arrows	Traditional Tales – The Three Little Pigs, The Gingerbread Man, Goldilocks and the Three Bears, Jack and the Beanstalk, Spring Easter	New Life Creation Food and Farming Africa	Summer Sports Detectives Space Sun, sand and sea
Key Texts	The Invisible String Each, Peach, Pear, Plum What Makes Me a Me? The Little Red Hen Dinosaurs First Dinosaur Encyclopaedia	The Leaf Thief Little People Big Dreams Captain Tom Moore (Inspirational Person) The Extra Special Baby	The Smeds and Smoos One Snowy Night Postman Pat People who help us non-fiction books (they are Inspirational People)	The Three Little Pigs The Gingerbread Man Goldilocks and the Three Bears Jack and the Beanstalk The Promised One	That's my flower Creation (Bible) The Very Hungry Caterpillar Handa's Surprise Little People Big Dreams Nelson Mandela (Inspirational Person)	Nic Cope Podcast Whatever Next!
						
Trips, visits and moments of magic	All about me box 'Home Sweet Home' role play Harvest Festival Dinosaur comes into classroom FX video /CCTV	Diwali wow day Bonfire Night and Fireworks Remembrance Day Nativity Community singing collection Santa's Workshop Smores in outdoor learning	Professional Visitors to school Doctors and Dentist role play Walk around local area (Dunholme) Big Garden Bird Watch Chinese /Luna New Year wow day Pancake Races - Shrove Tuesday Ash Wednesday – CW Foodbank visit/collection	St Chad's Day World Book Day Science Week Mother's Sunday Make porridge Plant and grow beans and flowers Easter	Trip to Hall Farm Park Caterpillars and chicks Re-enact a Christening Sunflower challenge Farm/flowers shop role play Africa wow day (drumming workshop)	Sports Day Year 1 detectives Beach/water wow day (with ice cream) Father's Day
Poetry / Song	Nursery Rhymes Hello Song Affirmation Song Snoop Doggy Dog	Leaves are falling I'm a Little Hedgehog Song Nativity Songs	Pancakes	A Little Seed / Spring Song Poem	A Little Shell / See the Bug	In the rock pool / I'm glad to be me

Char acte ristic s of Effec tive Lear ning	Play ing and Expl orin g	<u>Finding out and exploring</u> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests	<u>Playing with what they know</u> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people	<u>Being willing to ‘have a go’ (Empowerment)</u> • Initiating activities • Seeking challenge • Showing a ‘can do’ attitude • Taking a risk, engaging in new experiences, and learning by trial and error
	Acti ve Lear ning	<u>Being involved and concentrating</u> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details	<u>Keeping on trying (Resilience)</u> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties	<u>Enjoying achieving what they set out to do</u> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise
	Crea tivity and Crimi nal Thin king	<u>Having their own ideas (Taking initiative)</u> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things • Shows imagination, spontaneity and innovation	<u>Making links</u> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect	<u>Choosing ways to do things (Independence)</u> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking and reflecting how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Com mun icati on and Lang uage	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.					
	Talking points Sharing ‘All About Me’ boxes which include family, baby photos and things which are special to each child. Harvest and autumn Changes	Talking points Role play festivals and celebrations Autumn changes	Talking points Winter changes Asking questions Past, present and future tense	Talking points Making predictions of what we think will happen. Spring changes	Talking points Making predictions of what we think will happen. Summer changes	Talking points What have children enjoyed most about reception / what they are good at “I am good at...” Year 1 detectives Summer changes
	Listening, Attention & Understanding Children will be able to understand how to listen carefully and know why it is important. Children will listen carefully to rhymes and songs, paying attention to how they sound. This will continue throughout the year.	Listening, Attention & Understanding Children will begin to understand how and why questions.	Listening, Attention & Understanding Children will learn to ask questions to find out more.	Listening, Attention & Understanding Children will retell a story and follow a story prompt without pictures or props to build familiarity and understanding.	Listening, Attention & Understanding Children will be able to understand a question such as who, what, where, when, why and how.	Listening, Attention & Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.

	Speaking Children will talk in front of small groups and their teacher offering their own ideas and join in with social phrases.	Speaking Children will use new vocabulary throughout the day.	Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts. Children to continue to use new vocabulary in different contexts.	Speaking Children will talk in sentences using conjunctions e.g. and, because	Speaking Children will use talk to organise, sequence, and clarify thinking, ideas, feelings and events with detail. Children to continue to use new vocabulary in different contexts.	Speaking Children will use talk in sentences using a range of tenses.
	Listening, Attention and Understanding ELG: 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. Speaking ELG: 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.					
Links to KS1 readiness	Listening Skills To listen to others in a range of situations and usually respond appropriately. Following Instruction To understand instructions with more than one point in many situations. Asking and Answering Questions To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers). Drama, performance and confidence To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show ‘n’ tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.			Vocabulary building and standard English To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices. Speaking for a range of purposes To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud. Participation in a range of discussion To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pers onal, Soci al and Emo tion al Dev elop men t	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	General Focus Comes into school happily Aware of daily routines Asks to go to the toilet Shows preferences for activities and can say why Looks after toys and resources	General Focus Can organise themselves in the environment – classroom Beginning to have a go at a variety of activities Will tidy away items safely Responds to others in conversations Says please and thank you	General Focus Will wait their turn and put their hand up to talk Can line up and walk around school/between activities in single file Play cooperatively Understanding differences	General Focus Is involved in more complex imaginative play with changing roles	General Focus Organising and cooperating with other children.	General Focus Find resolutions without conflict Will offer to help others.
	Self-Regulation Children will be able to follow one step instructions (listening games). Children will recognise different emotions. Children will focus during short whole class activities.	Self-Regulation Children will talk about how they are feeling and consider others feelings.	Self-Regulation Children will be able to focus during longer whole class lessons.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally (Train Your Dragon about Feelings).	Self-Regulation Children will be able to control their emotions using a range of techniques.	Self-Regulation Children will be able to follow instructions of three steps or more.

	Managing Self Children will learn to wash their hands independently.	Managing Self Children will understand the need to have rules (Train Your Dragon to Follow Rules). NSPCC –Pants	Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Internet safety (Smartie the Penguin)	Managing Self Children will understand the importance of healthy food choices (Train Your Dragon to Eat Healthy) and importance of sleep (The Bear with Sticky Paws Won’t go to bed).	Managing Self Children will manage their own basic needs independently.	Managing Self Children will show a ‘can do’ attitude.
	Building Relationships Children will see themselves as a valuable individual. Children will seek support from adults and gain confidence to speak to peers and adults.	Building Relationships Children will begin to develop friendships.	Building Relationships Children will be able to use taught strategies to support in turn taking. Stranger Danger	Building Relationships Children will learn to work as a group.	Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.	Building Relationships Children will have the confidence to communicate with adults around the school.
	Global Citizenship Children will learn to look after the resources at school.	Global Citizenship - possible idea Children collect money (copper coins) during a Christmas Carol singing along and support others using money collected during sing along (discussion about what it costs to buy various items and what they can do).	Global Citizenship Children proactively support the Foodbank Friday appeal after a visitor from the foodbank (Train Your Dragon to be Kind).	Global Citizenship Children to plant flower seeds and look after plants (The Giving Tree).	Global Citizenship Children look around school / speak to caretaker about things which need doing around the school. Children support to look after our environment. Make contact with school in SA.	Global Citizenship - possible idea Children visit old age home to sing and take flowers they have grown.
						
PSHE – Jigsaw	Being Me in My World 'Who am I and how do I fit?'	Celebrating Differences Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
	Self-Regulation ELG: 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. Managing Self ELG: 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. Building Relationships ELG: 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.					
Links to KS1 readiness	Relationships Knows right from wrong and can explain why it is important to have boundaries and routines Working and play cooperatively and taking turns with others Recognise and show sensitivity to their own and others needs Recognise similarities and differences between themselves and others Health and Wellbeing Managing their own personal hygiene and basic needs Shows an understanding of their own feelings; and those of others Being to regulate their behaviour Shows an understanding of how to stay safe in a range of common situations. Living in the wider world Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and teachers).					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination 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, coordination 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 coordination 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Gross Motor Introduction to PE In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.	Gross Motor Fundamentals Children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.	Gross Motor Gymnastics Children will develop basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Gross Motor Dance In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	Gross Motor Games Children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Gross Motor Ball Skills In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.
	Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.	Fine Motor Children will handle scissors, pencil and glue effectively.	Fine Motor Children will use cutlery appropriately.	Fine Motor Children will begin to use a tripod grip when using mark making tools.	Fine Motor Children will hold scissors correctly and cut out small shapes.	Fine Motor Children will form letters correctly using a tripod grip to develop the foundations of a handwriting style which is fast, accurate and efficient.
	Gross Motor ELG: 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. Fine Motor ELG: Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.					

Links to KS1 readiness	Fundamentals To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Ball Skills To combine different movements with ease and fluency. To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Games To negotiate space and obstacles safely, with consideration for themselves and others. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Gymnastics To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency. Dance To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lite racy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Comprehension Children to talk about the stories they have heard, recalling some characters and events that happened. Children to join in with familiar rhymes and songs.	Comprehension Children to retell the key events in stories and start to recall facts from non-fiction. Children to talk about what has happened in the story so far.	Comprehension Children to describe the key events in stories or rhymes in some detail, to recall facts from non-fictions texts and predict what might happen next in a story. Children to use the language they have heard in stories in their play and discussions.	Comprehension Children to seek familiar texts or stories to re-read in the book area. Children to request favourite stories and poems for example during voting for a story.	Comprehension Children to explain what they have read or has been read to them. Children to retell simple stories using their own words and recently introduced vocabulary. Children to share a favourite book with a friend, retelling the story in their own way repeating known phrases from the text.	Comprehension Children to anticipate – where appropriate – key events in stories. Children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Word Reading Children can hear rhyming words Read Write Inc. Children can hear and read the Set 1 (single letter) sounds and start to orally blend (Fred Games).	Word Reading Children can recognise own name for self-registration. Read Write Inc. Children to hear and read the Set 1 sounds in cvc words and develop their blending skills to read cvc words. Children to begin to recognise the set 1 digraphs (Special Friends). Children to begin to recognise HFW (Red Words).	Word Reading Read Write Inc. Children will recognise and say all Set 1 sounds including some Set 1 digraphs (Special Friends). Children will begin to read words speedily and read ‘nonsense words’. Children to begin to read simple captions and continue recognising HFW (Red Words).	Word Reading Read Write Inc. Children will continue to read words ‘speedily’ and read ‘nonsense words’ containing ‘Special Friends’. Children will read sentences containing HFW (Red Words) and begin to read 4-sound words e.g. t-r-i-p, p-o-n-d.	Word Reading Read Write Inc. Children will begin to recognise Set 2 sounds. Children will continue to read words ‘speedily’ and confidently read ‘nonsense words’. Children will read sentences containing HFW (Red Words).	Word Reading Read Write Inc. Children to use and apply Set 1 and known Set 2 sounds to read longer words with up to 5 sounds. and sentences. Children will read longer words containing Set 1 and Set 2 sounds ‘speedily’. Children will read sentences containing HFW (Red Words).
	Writing Composition: Children to use talk to link ideas, clarify thinking and feelings. They will write their name by copying it from a	Writing Composition: Children will know there is a sound/symbol relationship and may	Writing Composition: Children to segment and write CVC words using phonics sounds that have been taught.	Writing Composition: Children to orally compose a caption and hold it in their memory before attempting to write it (with support).	Writing Composition: Children to write short captions independently. They will also begin to write a simple sentence with support.	Writing Composition: Children to continue developing the ability to write captions and short sentences independently with finger

	name card or try to write it from memory. Begin to write some initial sounds linked to phonics. Spelling: Children to begin orally segmenting sounds in simple words, e.g. c-a-t. and say the initial sounds in most words. Handwriting: Children to draw lines and circles and write some recognisable letters from their name.	write letters and strings, sometimes in clusters like words. Write initial sounds and begin to segment CVC words and attempt to write them using phonic sounds that have been taught. Spelling: Children to write their own name and identify known letters to match initial sounds (Set 1). They will also match some Set 1 letters and sounds (GPC). The children will begin to write VC and CVC words and labels e.g. c-a-t with support. Handwriting: Children will form letters from their name correctly, focussing on modelling comfortable pen grip. They will begin to form other recognisable letters from Set 1 phonics using the Read Write Inc. letter formation phrases.	Spelling: Children to write VC and CVC words using taught Set 1 graphemes. Handwriting: Children to show a dominant hand and write from left to right and top to bottom, forming recognisable letters. Following modelling, children to use the tripod finger grasp when writing, painting, chalking etc. Children to retrace vertical lines and working on improving anticlockwise movements. When writing words, children to learn to control their letter size. Children to be given regular reminders about posture when working at tables: forearms on the table and feet flat on the floor.	Spelling: Children to segment to spell words independently using Set 1. Children to also spell some HFW independently, e.g the, to etc. Handwriting: Children to hold a pencil effectively to form recognisable letters (lowercase letters). Children to start using some capital letters (uppercase) when writing and know how to form clear ascenders and descenders. Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to write when writing. Anticlockwise movements focussed; children should be able to retrace vertical lines.	Spelling: Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words. Handwriting: Children to form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Children to include spaces between words with support.	spaces. They can read their own sentences and so can teachers. Spelling: Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words. Children to also spell more HFW independently, e.g. he, she, we, be, me. Handwriting: Children to use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children to independently use finger spaces between their words.
	Comprehension ELG: 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. Word Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG: Write recognisable letters, most of which are correctly formed. 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.					
Links to KS1 readiness	Learning to Read Developing phonemic knowledge through RWI phonics and other phonic opportunities. Developing a knowledge of stories including rhyme and identify the rhyming words within them. Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. Reading to Learn Developing their skills and abilities in retelling familiar stories. Recognising that books have information that helps them to learn. Reading for Enjoyment Routinely accessing picture books and stories. Listening to others expressively tell stories. Learning that stories and books can put them in imaginary worlds full of adventure and excitement.			Learning to Write Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. Writing to Learn Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done. Writing for Enjoyment Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mat hem atic	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.					

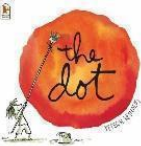
S	Number and numerical patterns (NCE TM Mastering Number)	Subitising Perceptually subitise within 3 Identify subgroups in larger arrangements Create their own patterns for numbers within 4 Practise using their fingers to represent quantities which they can subitise Experience subitising in a range of contexts, including temporal patterns made by sounds.	Subitising Continue from first half-term Subitise within 5, perceptually and conceptually, depending on the arrangements.	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.	Subitising Explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’.	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.	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.
		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, 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.	Cardinality, ordinality and counting Continue to develop their counting skills Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand Begin to count beyond 5 Begin to recognise numerals, relating these to quantities they can subitise and count.	Cardinality, ordinality and counting Continue to develop verbal counting to 20 and beyond Continue to develop object counting skills, using a range of strategies to develop accuracy Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 Order numbers, linking cardinal and ordinal representations of number.	Cardinality, ordinality and counting Continue to consolidate their understanding of cardinality, working with larger numbers within 10 Become more familiar with the counting pattern beyond 20.	Cardinality, ordinality and counting Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers Continue to develop confidence and accuracy in both verbal and object counting.	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.
		Composition See that all numbers can be made of 1s Compose their own collections within 4.	Composition Explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot Explore the composition of numbers within 5.	Composition Continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5 Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns Begin to see that numbers within 10 can be composed of ‘5 and a bit’.	Composition Explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers Begin to link even numbers to doubles Begin to explore the composition of numbers within 10.	Composition Explore the composition of 10.	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.
		Comparison Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison, including ‘more than’ and ‘fewer than’ Compare sets ‘just by looking’.	Comparison Compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	Comparison Continue to compare sets using the language of comparison, and play games which involve comparing sets Continue to compare sets by matching, identifying when sets are equal Explore ways of making unequal sets equal.	Comparison Compare numbers, reasoning about which is more, using both an understanding of the ‘how many ness’ of a number, and its position in the number system.	Comparison Order sets of objects, linking this to their understanding of the ordinal number system.	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.

	Shape, space, measure	Make simple patterns. Introduce and recall 2D shape names.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Introduce 3D shape names.	Select, rotate and manipulate shapes to develop spatial reasoning skills.	Compare length, weight and capacity.	Continue, copy and create repeating patterns.	Compare length, weight and capacity.
	Number ELG: 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. Numerical Patterns ELG: 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.						
Links to KS1 readiness	Number To count confidently To show a deep understanding of numbers up to 10 To match numerals with a group of objects to show how many there are (up to 10) To be able to identify relationships and patterns between numbers up to 10 To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways To add and subtract one in practical activities Measurement To measure themselves and everyday objects using a mixture of non-standard and standard measurements To develop spatial reasoning using measures To begin to order and sequence events using everyday language related to time To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars To explore the use of different measuring tools in everyday experiences and play				Geometry To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them To use spatial language, including following and giving directions, using relative terms To develop spatial reasoning with shape and space To compose and decompose shapes, and understanding which shapes can combine together to make another shape.		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Understanding the 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.					
	Past and Present (History) Children will know how they have changed and talk about their immediate family.	Past and Present (History) Children will talk about how the past affects the present (Bonfire Night / Remembrance Day). Children will talk about past and present events in their lives and before they were born (prehistoric animals).	Past and Present (History) Children will talk about different jobs and people who help us in society. Children will know about the past through settings and characters.	Past and Present (History) Children will talk about what they can see in pictures of the past. Children will know some similarities and differences between things in the past and now (kitchen/house – Goldilocks and Three Bears and The Three Little Pigs).	Past and Present (History) Children will talk about what they can see in pictures of the past. Children will know some similarities and differences between things in the past and now (farming). Children will talk about how the past affects the present (Nelson Mandela).	Past and Present (History) Children will talk about the seaside in the past. Children will know some similarities and differences between the seaside in the past and now.
	People, Culture and Communities (Geography) Children will know that change happens to families.	People, Culture and Communities (Geography) Children will know that people celebrate in different ways around the world.	People, Culture and Communities (Geography) Children will know about people who help us within the community. Children will discuss how the local area has changed over time, using photos and books.	People, Culture and Communities (Geography) Children will know about features of the immediate environment, and draw information from a simple map.	People, Culture and Communities (Geography) Children will know about the importance of farming for Lincolnshire. Children will recognise some similarities and differences between life in this country and life in other countries.	People, Culture and Communities (Geography) Children will recognise some similarities and differences between the reception and year 1 classrooms.

Links to KS1 readiness	History Using Language associated with the past Use words associated with the past including yesterday, last week, last year. Use past tense when speaking about things that happened in the past. Remembering and discussing their own lives Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order. Talking about things they have done with people special to them Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order. Recognising Chronology within stories Talk about the order of events in a range of familiar stories. Recognise language in stories that show the story happened in the past.	Geography Locational Knowledge Know where they live Know how they travel to school Knowledge of Places Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place Human and Physical Geographical Knowledge Recognise elements of their environment that are manmade and natural Using Maps Make maps from stories Follow simple maps in play
Links to KS1 readiness	RE Believing To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories Living To know that different people have different times of celebration To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families’ customs and traditions Expressing To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions	Science Working Scientifically To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers Plants To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers Animals including Humans To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of Everyday Materials To recognise that different everyday objects are made from different materials To describe how different objects, look and feel Seasonal Change To know about different types of weather To observe changes in trees and plants as the seasons progress

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive arts and design	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.					
	Creating with Materials (Art and Design) Children will draw and create self-portrait and paint a picture of themselves. Children will be introduced to Andy Goldsworthy.  Children to know their mark making is valued.	Creating with Materials (Art and Design) Children will experiment mixing with colours.	Creating with Materials (Art and Design) Children will experiment with clay and create models (hedgehogs).	Creating with Materials (Art and Design) Children will safely explore different techniques for joining materials including using split pins, hole punches and treasury tags (houses for Three Little Pigs). Children will learn about Georgia O’Keeffe and draw still life art. 	Creating with Materials (Art and Design) Children will explore different painting techniques inspired by Kandinsky. Children will create dot pictures. 	Creating with Materials (Art and Design) Children will learn to weave and do basic sewing (outdoor learning and making puppets).
	Being Imaginative and Expressive (Music) Children will sing and perform nursery rhymes. They will start to learn to sing in unison and explore finding the beat and clapping it or showing it in their other actions, e.g. marching. Listen attentively, move to and talk about music, expressing their feelings and responses. Vivaldi’s - Autumn	Being Imaginative and Expressive (Music) Children will learn to explore pitch and mimic the sounds of fireworks. Children will learn to respond to music and use their imaginations (linked to One Snowy Night and Standon Lanier) Children will learn to sing Nativity songs. PE – Dance skills	Being Imaginative and Expressive (Music) Children will be taught to find the pulse in a range of songs and explore the sounds of different instruments. Vivaldi’s - Winter	Being Imaginative and Expressive (Music) Children will continue to find the pulse in a song and begin to use percussion instruments to explore rhythm. Vivaldi’s - Spring	Being Imaginative and Expressive (Music) Children will learn to find the rhythm in the spoken word. Children will learn about music from other cultures.	Being Imaginative and Expressive (Music) Children will appreciate the music and describe how it makes them feel and what they can imagine while listening. Vivaldi’s - Summer Vocabulary: Sing, song, pulse, rhythm, pitch
	Creating with Materials ELG: 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. Being Imaginative ELG: 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.					

Links to KS1 readiness	Art Using Materials Hold tools like pencils, paint brushes, scissors with increasing precision. Experiment with using different everyday and art materials to explore colour, texture and form. Drawing, painting and sculpture To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. Exploring techniques To explore a range of techniques to draw, paint, print and sculpt to help them create art work. Comparing and evaluating work Recognising and exploring the colour, patterns and shapes in other artist’s work. Expressing opinions and feelings in response to their own art work and other artist’s work. Sharing their work with other people, talking about what they have created.	Music Vocalising and Singing To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own. To match the pitch of their voice to the pitch of the song they are singing. Hearing and Listening To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. Moving and Dancing To respond to music, including individual instruments with movement and dance. To match movements to the rhythm and pulse of a piece of music. Exploring and Playing To explore the range of sounds made by different instruments. To use a range of percussive instruments to enhance songs and rhymes. To know the names of instruments that they have explored and used.
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