




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Drivers						
Overview						
Our Overarching Theme	This is Me	Celebrations around the world	We are explorers	New Life	Digging up the past	Down on the farm
Special Events	Starting School Harvest Black History Month Halloween	Diwali Halloween Trip to the woods (Autumn) Bonfire Night Remembrance Thanksgiving Anti-bullying week Christmas Performance Bedtime stories	New Year Chinese New Year	Easter Pancake Day Mother's Day World Book Day	Father's Day Visits by professionals Trip to the woods (Spring/summer)	Reception garden area Sports Day Farm shop trip Transitions to Y1 Afternoon tea
Significant People	Me and My Family Martin Luther King	Guy Fawkes Mary, Joseph and Jesus	Mae Jemison Neil Armstrong	Jesus (RE link)	Mary Anning	Adam Henson
Parental Engagement	Starting school Parent Visits Macmillan Coffee Morning Parents Evening	Christmas Performance Bedtime Stories Book Fair Tip to the woods		Parents Evening New Parents Meeting Trip to the woods	Transition Visits	Annual Reports Farm shop visit Afternoon tea
Prime Areas of learning						
Personal, Social and Emotional Development (PSED)	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p>I understand how it feels to belong and that we are similar and different.</p> <p>I can start to recognise and manage my feelings.</p> <p>I enjoy working with others to make school a good place to be.</p> <p>I understand why it is good to be kind and use gentle hands.</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play.</p> <p>I am learning what being responsible means.</p>	<p>I can identify something I am good at and understand everyone is good at different things.</p> <p>I understand that being different makes us all special.</p> <p>I know we are all different but the same in some ways.</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>I understand that if I persevere I can tackle challenges.</p> <p>I can tell you about a time I didn't give up until I achieved my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people.</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>I understand that I need to exercise to keep my body healthy.</p> <p>I understand how moving and resting are good for my body.</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>I know who my safe adults are and how to stay safe if they are not close by me.</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I know how to be a good friend.</p>	<p>I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception.</p>


Communication and Language (C&L) (each half term builds on the last; consistently revisiting.	Eloquent Oracy: <u>Physical:</u> Clarity of pronunciation <u>Linguistic:</u> Appropriate vocab choice <u>Cognitive:</u> Maintaining focus on a task <u>Social and Emotional:</u> Listening actively and responding appropriately	Eloquent Oracy: <u>Physical:</u> Voice projection <u>Linguistic:</u> Grammar (How we put a sentence together) <u>Cognitive:</u> structure and organisation of talk <u>Social and Emotional:</u> Turn Taking	Eloquent Oracy: <u>Physical:</u> Facial Expression and Eye Contact <u>Linguistic:</u> Register (How we talk to different people) <u>Cognitive:</u> Giving reasons to support views <u>Social and Emotional:</u> Guiding or managing interactions	Eloquent Oracy: <u>Physical:</u> Tonal Variation <u>Linguistic:</u> Rhetorical techniques – persuasive techniques – similes <u>Cognitive:</u> Seeking information & clarification through questioning. <u>Social and Emotional:</u> Self Assurance	Eloquent Oracy: <u>Physical:</u> Pace of Speech <u>Linguistic:</u> Rhetorical techniques – metaphor <u>Cognitive:</u> Building on the views of others <u>Social and Emotional:</u> Liveliness and flair	Eloquent Oracy: <u>Physical:</u> gesture and posture <u>Linguistic:</u> Rhetorical techniques – repetition (Alliteration) <u>Cognitive:</u> Summarising <u>Social and Emotional:</u> Audience awareness – understand of the audience reacts (how to capture the audience)
	To know about others. To know familiar songs. To describe different stories and non-fiction texts.	To know about different festivals. To know different traditional stories. To begin to talk about why things happen beginning to use new vocabulary learnt.	To know a range of healthy food and exercise. Express their ideas and feelings about their experiences.	To know different features of texts. To know different life cycles. To talk confidently about why things happen using new vocabulary learnt. To engage in meaningful conversations with others.	To name and sort a range of living things. To be able to talk about different habitats. To engage in meaningful conversations with others.	To know a range of facts. To engage in meaningful conversations with others. To be able to talk about how different people help us.
Physical Development (PD)	Dance Real PE	Multi Skills Real PE	Gym Real PE	Dance Real PE	Gym Real PE	Multi Skills Real PE
 Gross Motor Skills Balance beams in outdoor area	Shapes Create multiple standing and floor shapes - balanced on both feet. - with limbs in different planes. - with 3 points of contact. - facing down. Travel between shapes including jumping. Partnering (Shapes) Create standing and floor shapes in contrast to my partner's - with our body parts crossing over. Travel between shapes in unison Artistry (Making) Create a sequence of 4 moves with some being different to my partner's.	Develop rolling a ball to a target. Develop rolling and stopping a ball. Develop accuracy when throwing to a target. Develop bouncing and catching a ball. Develop dribbling a ball with my feet. Develop kicking a ball.	Copy and create shapes with my body. Develop balancing and taking weight on different body parts. Develop jumping safely. Develop rocking and rolling. Copy and create a short sequence by linking actions together.	Circles Create movements led by large horizontal single arm circles and semi-circles leading into - stepping. - turning. Jump from a static position, arms up and down. Partnering (Circles) Turn forwards and backwards through horizontal large arm circle - and finish away. - in unison. - in canon. Create, in unison, jumps with rotation from a static position. Artistry (Making) Create a sequence of 4 moves with some being different to my partner's.	Copy and create shapes with my body. Develop balancing and taking weight on different body parts. Develop jumping safely. Develop rocking and rolling. Copy and create a short sequence by linking actions together. Create shapes whilst on apparatus.	Work safely and develop running and stopping. Develop throwing and learn how to keep score. Follow instructions and move safely when playing tag games. Play games showing an understanding of different roles within it. Work cooperatively and learn to take turns. Work with others to play team games.
Fine Motor Skills Dough Disco Funky Fingers Fine Motor Skill Building in CP Pencil Grips Moulded Pencils Brushes, mops, chalks in outdoor area Daily handwriting/letter formation	Build strength in my hands through fine motor activities such as threading, manipulating dough, pinching spring pegs, doing up zips etc. Develop a secure dominant writing hand. Develop comfortable pencil grip and good writing posture. Make snips in materials with scissors. Use a knife and fork and spoon for eating.	Hold a pencil comfortably with a tripod grip. Use my core strength to sit comfortably and with good posture on the floor or a chair. Cut along a line with scissors. Build models with small construction toys with greater control. Do my own zip up.	Further develop my fine motor skills. Control letter size and write on the line. Refine control when using pencils, paintbrushes, scissors etc. Cut out shapes independently. Do buttons up myself.			


Specific Areas of Learning

Literacy

<p>Word Reading</p> 	<p>Read all single letter Set 1 sounds</p>	<p>Read all Set 1 sounds; blend sounds into words orally.</p>	<p>Blend sounds to read words; read short Ditty stories.</p>	<p>Read Red Storybooks. Read Red Words: put, the, I, no, of, my, for*, he</p>	<p>Read Green Storybooks; read some Set 2 sounds. Read Red Words: your, said, you, be, are</p>	<p>Read Green or Purple Storybooks. Read Red Words: to, me, go, baby, paint*</p>
<p>Writing</p> 	<p>Fiction - Little Red Hen / Handa's Hen Non-fiction - instructions how to make bread.</p>	<p>Fiction - The Gingerbread Man Non-fiction - create a wanted poster.</p>	<p>Fiction - How to Catch a Star. Non-fiction - facts about space.</p>	<p>Fiction - Peter Rabbit - Easter Surprise. Poetry - Spring poem.</p>	<p>Fiction - The Little Green Dinosaur. Non-fiction - How to be an archaeologist.</p>	<p>Fiction - Oliver's Vegetables Poem - moving to year one.</p>
<p>Comprehension</p>	<p>Group reading sessions x 3 per week. Children start on wordless books and then progress in line with their phonics knowledge. Daily 15-minute class story time and discussion - see Nursery and Reception Core Texts. Sharing books selected by children to take home 3 times a week to develop a love for reading.</p>					

Mathematics

	<p>Getting to Know you Settling in and routines Just Like Me Match, sort and compare amounts Compare size, mass and capacity 1,2,3 Representing, comparing and composition of 123 Circles and triangles and positional language. Light and Dark Representing numbers to 5 One more and one less Shapes with 4 sides Time Consolidation</p>	<p>Alive in 5 Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) and capacity (2) Growing 6,7,8 6,7 & 8 Combining 2 amounts Making Pairs Length, height and time Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns Consolidation</p>	<p>To 20 and Beyond Building Numbers beyond 10 Counting Patterns beyond 10 Spatial reasoning (1) Match, rotate Manipulate First Then Now Adding More and Taking Away Compose and decompose Find My Pattern Doubling, Sharing & grouping Even & Odd Spatial Reasoning (3) Visualise & Build On the Move Deepening Understanding Patterns and Relationships Spatial Reasoning (4) Mapping</p>
	<ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 		

Understanding of the World						
Past & Present	How have I changed over time? Understanding Generations of my family.	Remembrance How has Christmas celebrations changed over time?	Space travel – how has it changed over time? Is it easier / harder? History of flight.	Easter celebrations past and present	What was it like in the age of the dinosaurs? How has our world changed?	Comparing olden day farming to Modern day farming.
People, Culture and Communities	What places are special to me? Who is important to me? Who is in our community and what do they do? (Visit by Optometrist for eye examinations)	Why is Christmas special for Christians? Who is in our community and what do they do? (visit a church) (TBC)	What places are special to others and why?	Why is Easter special to Christians?	Why is the word God so important to religious people? Who is in our community and what do they do? (Visit to school by paramedics and/or doctors)	What times/stories are special to people of faiths other than Christianity and why? Who is in our community and what do they do? Local farmers market visit
The Natural World	Autumn My Town (Ludlow) My School Harvest time – collecting crops and making foods (Flour and Bread)	Autumn to Winter changes Visiting the woods Materials Material properties Sinking and floating	Winter Earth Space Mae Jemison and Neil Armstrong – space travel Shadows and light Reflections	Winter to Spring Changes Life cycles of animals (Butterfly and chicks). Plants – Life cycle of plants How do plants grow and what do they need to stay healthy? Naming common plants and trees.	Spring Fossils Bones and skeletons Dinosaurs Mary Anning – palaeontology History of life Layers of soil	Summer Farm life Where do animals live? Grouping and classifying animals Growing fruit and vegetables From farm to plate
Expressive Arts & Design						
Creating with Materials	Focus Artist: Frieda Kahlo (self-portraits) In the kitchen – making bread. Modelling – junk model of my house. Joining focus – flange.	Focus Artist: Kandinsky – Christmas Tree Art. In the kitchen – Gingerbread Men. Modelling – salt dough Christmas Tree decorations. Joining focus - slot	Focus Artist: Van Gogh (night sky paintings) In the kitchen – Chinese New Year stir fry. Modelling – junk modelling rockets Joining focus – brace	Focus Artist: Andy Warhol (Flower Pop Art) In the kitchen – Mother's Day treats. Modelling – cards. Joining focus - tabs	Focus Artist: Barbara Hepworth (clay sculptures) In the kitchen – biscuits Modelling – clay fossils. Joining focus – split pins.	Focus Artist: Andy Goldsworthy (create nature art) In the kitchen – vegetable soup Modelling – flowers. Joining focus - tying string.
Being Imaginative and Expressive	Introduction to domestic role play area. -Mill / Kitchen -Grandma's Kitchen	Domestic role play area. Enhancements – decorate for Christmas and winter clothing. -Santa's Workshop	Domestic role play area. Enhancements – decorate for Chinese New Year. -Spaceship or space station	Domestic role play area. Enhancements – decorate for Easter. -vets (Caring for new life / animals)	Domestic role play area. Enhancements – First aid kit, dolls with illnesses. -hospital -museum	Domestic role play area. Enhancements - taking care of pets. -farm shop -Bakery -farm house
Sparkyard 	My Musical Classroom Step 1: Hear my Voice Step 2: What's the music saying? Step 3: Instruments everywhere Step 4: Playing with songs		Musical patterns and Performing Step 1: What's the pattern Step 2: Playing Musical Patterns and Accompaniments Step 3: Exploring Descriptive Sounds Step 4: Let's Perform		Sound Stories Step 1: Pitch Play and Changing Sounds Step 2: Sounds from Nature: Patterns and Sequence Step 3: Meet the Characters Step 4: Perform a Story	
Curriculum Enhancements	Exploring our school and our environment	Trip to the Woods Trip to the pantomime Christmas Performance	Chinese New Year - Making Stir fry	Trip to the Woods Visits by 'people who help us.' - dentist	Visits by 'people who help us.' Exotic zoo – Fossil workshop	Reception garden area Sports Day Farm shop trip Baking scones – afternoon tea