

## Reception Curriculum Overview

### Curriculum Intent

In Reception we learn differently to the other year groups in our school. The majority of our learning and development is progressed through effective play. We aim to provide a creative and child initiated curriculum where every pupil can thrive and become an expert in their own way. Through our ethos of "permission to be spontaneous", we will enable our children to engage in and continue their life- long learning journey where they have a thrive for knowledge and answers. Additionally, we will promote independence, resilience, compassion and determination throughout our Reception setting, underpinned by introducing and using the GEM powers (diamond power, emerald power, ruby power and sapphire power).

Through our teaching, relationships with children and our learning environment, children will have a holistic curriculum, which enables them to develop and explore their own interests. Day in, day out, our children will follow their interests through open-ended resources and effective adult interactions within the continuous provision. We will then notice the fascinations our children have, so we can respond and create opportunities to follow these fascinations and learn more about them. Some interests that children often have are planned for in our curriculum planning, however this planning can be adapted in order for our children to follow their own fascinations. Each child will form a foundation of phonic knowledge, Early Reading, Writing and Mathematics. These are either taught in discrete sessions, streamed groups, or while the children are engrossed in their play (depending on the appropriateness).

We believe that this curriculum forms a powerful foundation for life-long learning at Wingate Primary school. It allows our children's first year in our school to be an exciting, enjoyable and unique time in their lives which will help them to continue to be the most important people in the world!

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<u>Overarching topics</u>	Me and my feelings	The Immediate Environment	The Community and the wider world		Fantasy /Make Believe and the past	
<b>Topics</b> Our topics are based on typical language progression through our children's reception year. It begins to build on children's knowledge and understanding of themselves before exploring the wider world.	<u>ME AND MY FEELINGS</u> Who am I? Feelings (the colour monster) What makes us different - Portraits and Elmer (PSED, EAD, C&L) Autumn Harvest -Sukkot (RE, UTW) We're Going On A Bear Hunt (Lit)	<u>CELEBRATIONS, HOMES, AUTUMN AND WINTER</u> Celebrations and festivals (Bonfire Night, Diwali, Christmas) Family and Homes Autumn (continued) Winter The Christmas story Father Christmas	<u>PEOPLE WHO HELP US AND WHERE WE LIVE</u> Wingate village, our school, the community, The Church (Our local area) (UTW) People who help us (UTW) Chinese New Year (UTW) Love has no labels (Valentine's day) Winter (continued)	<u>ANIMALS, PLANTS AND MINIBEASTS</u> Pancake Day/Easter/Lent (RE, UTW) Planting/Gardening/Spring Life cycles - Frogs/butterfly/plants etc Animals and their families Countries around the world Spring	<u>TRADITIONAL TALES</u> 3 little pigs, Goldilocks, little red riding hood, The Gingerbread man etc (Lit, PSED, C&L) Spring (continued)	<u>THE PAST AND MOVING ON</u> Dinosaurs (UTW) Kings and Queens (UTW) Me and my body (PSED) Growing up - generations (UTW) Moving on (to Year 1) Summer

**Light Bulb ideas**  
(Children and their parent's ideas for topics they'd like to learn about 2022-2023)

Vehicles, pets, trees, trains, animals, Remembrance (WW2/WW1), road safety, clothing around the world, British wildlife, recycling, seasons, how things are made (cars, doors, toys, laptops, aeroplane, TVs), languages (Spanish), nature, our bodies, earth and space, time machine, kings and queens, minibeasts, dinosaurs, robots, mythical creatures (mermaids, phoenix, aliens), sinking and floating, musical instruments (guitar/piano), Farms, babies, fire safety, golf, chocolate, under the sea, clouds.

**Reading List**

**Core books:**

**Fiction books:** - The Gruffalo, Supertato, Elmer, We're Going On A Bear Hunt, Handa's Surprise, Dinosaur Roar, The Tiger Who Came To Tea, Hairy Mcclairy from Donaldson's Dairy, The Very Hungry Caterpillar

**Non Fiction Books:** - First encyclopaedia of Our World, Animal atlas, inside nature's giants, local safari, Britain's distant seas, incredible earth, What on earth.

The colour Monster Halloween books (near end of term) We're going on a Bear Hunt	Christmas and winter stories Nativity story Big Book of Families (book)	Percy the park keeper People who help us stories Stories about Jesus Chinese new year story (the great race) Children around the world	Lions Bible The Easter story The Bad-Tempered Ladybird Handa's Hen African book collection	Traditional tales Fairy tales Spring/Summer stories	Senses books - touch, smell, see, taste, hear Major glad major dizzy What did the tree see?
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**Ed Cel books**

Elmer	Do You Want To Play Trucks/ Love has no label	You Matter
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**Self-help skills**

<ul style="list-style-type: none"> <li>Forest school activities</li> <li>Hang up coat</li> <li>Take off socks and shoes and put them back on again</li> <li>Setting the table (Knife, spoon, fork, drink)</li> <li>Take off jumper</li> <li>Fasten shoes (Velcro and buckles)</li> <li>Use the toilet independently</li> <li>Lining up</li> <li>How to sit on a carpet and at a table</li> </ul>	<ul style="list-style-type: none"> <li>Forest school activities</li> <li>Organize clothing to put on again (inside out etc)</li> <li>Put on PE kit with little help</li> <li>How to sit on a carpet and at a table</li> <li>Begin to change into PE kits independently</li> <li>Hand washing</li> </ul>	<ul style="list-style-type: none"> <li>Forest school activities</li> <li>Fasten buttons and zips</li> <li>Making a sandwich</li> <li>Dental Hygiene</li> <li>Road Safety</li> <li>How to act in a church</li> <li>Brushing teeth</li> </ul>	<ul style="list-style-type: none"> <li>Fasten buttons and zips (continued)</li> <li>Forest school activities (using tools carefully)</li> <li>Making a sandwich (continued)</li> <li>Making Toast</li> <li>Road Safety</li> <li>Change into PE kits independently</li> <li>Brushing teeth continued</li> </ul>	<ul style="list-style-type: none"> <li>Forest school activities (Kelly kettle)</li> <li>How to care for scratches and grazes</li> </ul>	<ul style="list-style-type: none"> <li>Forest school activities</li> <li>Begin shoe tying (laces)</li> <li>How to act in a museum</li> </ul>
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Assessment Opportunities	Analyse Nursery Assessments National Baseline data by end of term In-house - Baseline on entry data Start Time to Talk Phonic Interventions	Assessment Booklets Parents evening Baseline analysis EY team meetings Phonics unit assessment End of Autumn term Data	EYFS team meetings Parents evening info NELI review and new Intervention starts Phonics unit assessment	Assessment Booklets EYFS team meetings End of Spring term Data Phonics unit assessment	EYFS team meetings Phonics unit assessment	Assessment Booklets Open Afternoon EYFS team meetings Anthony Conlin Data Submit EOY data Phonics unit assessment
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### Communication and Language

Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.

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**.

### Communication and Language

Understand a 2-part instruction or question - making cakes, PE sessions - instructions, understanding the expectations and routines within school.  
Enjoy listening to longer stories and know what happens - Story time 2 times at least each day, vote for books, Poetry and Stories at the end of the day (no pic).  
Listen to songs and rhymes and respond by joining in - Christmas perf, nursery rhymes in each maths session, first thing on a morning and after dinner  
Can start a conversation and take it in turns - circle times to practise taking turns and demonstration needed in areas  
Be able to express a point of view - Sharing of learning at the end of the day and opportunities for questioning and discussion (linked to metacognition)  
Use talk to organise - Metacognition while in areas

Understands how to listen carefully  
Ask questions to find out more and check understanding  
Listens and responds to rhymes songs and poems  
Engage in story times  
Engage in non-fiction texts  
Develop social phrases  
Describe events in some detail (events that have happened, are happening or will happen)  
Use talk to organise thinking  
Use new vocabulary in different contexts  
Listen to and talk about non-fiction to develop familiarity and knowledge  
Use talk to help work out and problem solve  
Articulate ideas and thoughts in well-formed sentences  
Connect ideas or actions using connectives

Listens attentively with sustained concentration to follow a story without pictures or props.  
Listens to others in a larger group.  
After listening to stories can express views about events or characters in the story and answer questions about why things happened.  
Carries out instructions which contain several parts in a sequence.  
Listens attentively in a range of situations  
Gives their attention to what others say and responds appropriately, in a 'back and forth' dialogue even whilst engaged in another activity. Draws on and uses new vocabulary accurately and in context  
Follows a series of instructions involving several ideas and actions  
Answers 'how' and 'why' questions about their experiences and in responses to stories or events.  
Expresses themselves effectively, using full sentences using past and present tenses. Demonstrates a developing use of connectives, drawing on modelled examples from teaching when talking about their experiences.  
Recounts experiences and imagine possibilities, often

	and demonstration of using talk to organise, nursery rhymes Use a wider vocabulary (Language pyramids)		connecting ideas. In different play situations such as story telling and role play, children develop their own narratives and explanations. More complex language structures are used to connect ideas or events, using new vocabulary accurately and in context. Uses new vocabulary in imaginative ways to add information, express ideas, explain and justify actions.
<b>I can statements</b>	<p>I can demonstrate good listening behaviours</p> <p>I can follow simple instructions (with two or more parts) reliably</p> <p>I engage in story times</p> <p>I like to join in with familiar songs and rhymes</p> <p>I can wait and take turns in conversation</p> <p>I am starting to share my ideas with familiar adults</p> <p>I can talk to others (adults and children)</p> <p>I use talk to organise my thoughts</p> <p>I can listen to and talk about stories, rhymes and non-fiction</p> <p>I can share my ideas using talk as a tool</p> <p>I can say how I feel using talk as a tool</p>	<p>I can start to use full sentences</p> <p>I am starting to use past, present and future tenses</p> <p>I can explain events that have already happened in detail</p> <p>I can engage in stories, rhymes and non-fiction sharing my ideas about them</p> <p>I can share my ideas in small groups</p> <p>I can share my ideas with familiar adults</p> <p>I can say what I think</p> <p>I ask questions about what I have heard</p> <p>I can respond to what I have heard by asking questions and saying what I think</p> <p>I can respond to what others say</p>	<p>I can listen carefully</p> <p>I can respond with questions, comments and actions</p> <p>I can make comments about what I have heard</p> <p>I can ask questions to help me understand</p> <p>I can engage in conversation with my friends and teachers</p> <p>I can take part in whole class and group discussions</p> <p>I can explain why things happen/ might happen</p> <p>I can use vocabulary from stories, non-fiction, rhyme and poems</p> <p>I can express ideas and feelings</p> <p>I can use full sentences using past, present and future tenses</p> <p>I can use conjunctions (with support and modelling) to connect my ideas</p>

Focus teaching time, talking in areas including modelling interactions and conversations, circle time, talking time, story time, singing in class.

<b>Personal, Social and Emotional Development</b>	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development</b>. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. 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 <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>
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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.

- ✓ Controlling own feelings and behaviours
- ✓ Applying personalised strategies to return to a state of calm
- ✓ Being able to curb impulsive behaviours
- ✓ Being able to concentrate on a task
- ✓ Being able to ignore distractions
- ✓ Behaving in ways that are pro-social
- ✓ Planning
- ✓ Thinking before acting
- ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.

### Self Regulation

*Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.*

*At Wingate Primary School we understand that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.*

### Personal, Social and Emotional Development (Jigsaw sessions)

#### Being Me in My World

1. Who... Me?! I understand how it feels to belong and that we are similar and different
2. How am I feeling today? I can start to recognise and manage my feelings
3. Being at School I enjoy working with others to make school a good place to be
4. Gentle hands I understand why it is good to be kind and use gentle hands
5. Our Rights I am starting to understand children's rights and this means we should all be allowed to learn and play
6. Our Responsibilities I

#### Celebrating Difference

1. What I am good at? I can identify something I am good at and understand everyone is good at different things
2. I'm Special, I'm Me! I understand that being different makes us all special
3. Families I know we are all different but the same in some ways
4. Houses and Homes I can tell you why I think my home is special to me
5. Making Friends I can tell you how to be a kind friend
6. Standing Up for Yourself I know which words to use to stand up for myself when

#### Dreams and Goals

1. Challenge I understand that if I persevere I can tackle challenges
2. Never Giving Up I can tell you about a time I didn't give up until I achieved my goal
3. Setting a goal I can set a goal and work towards it
4. Obstacles and Support I can use kind words to encourage people
5. Flight to the Future I understand the link between what I learn now and the job I might like to do when I'm older
6. Footprint Awards I can say how I feel when I achieve a goal and

#### Healthy Me

1. Everybody's Body I understand that I need to exercise to keep my body healthy
2. We like to move it, move it! I understand how moving and resting are good for my body
3. Food, Glorious Food I know which foods are healthy and not so healthy and can make healthy eating choices
4. Sweet Dreams I know how to help myself go to sleep and understand why sleep is good for me
5. Keeping Clean I can wash my hands thoroughly and understand why this is important especially

#### Relationships

1. My Family and Me! I can identify some of the jobs I do in my family and how I feel like I belong
2. Make friends, make friends, never ever break friends! Part 1 I know how to make friends to stop myself from feeling lonely
3. Make friends, make friends, never ever break friends! Part 2 I can think of ways to solve problems and stay friends
4. Falling Out and Bullying Part 1 I am starting to understand the impact of unkind words
5. Falling Out and

#### Changing Me

1. My Body I can name parts of the body
2. Respecting My Body I can tell you some things I can do and foods I can eat to be healthy
3. Growing Up I understand that we all grow from babies to adults
4. Fun and Fears Part 1 I can express how I feel about moving to Year 1
5. Fun and Fears Part 2 I can talk about my worries and/or the things I am looking forward to about being in Year 1
6. Celebration I can share my memories of the best bits of this year in Reception

	am learning what being responsible means	someone says or does something unkind	know what it means to feel proud	before I eat and after I go to the toilet 6. Stranger Danger I know what a stranger is and how to stay safe if a stranger approaches me	Bullying Part 2 I can use Calm Me time to manage my feelings 6. Being the best friends we can be I know how to be a good friend	
<b>I can statements</b>	I can identify a range of different feelings I can keep on trying when I find something difficult  I am starting to sit and listen more consistently during adult focus time I can follow simple instructions	I can say how others are feeling based on their expressions and actions I can say what I am good at and what I would like to improve I can sit and listen during adult focus time I can follow instructions with two or more parts	I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour I can set myself goals I can wait for my requests and needs to be met  I can listen to and respond to adults I can follow instructions accurately (several ideas/ actions)			
<b>Physical Development</b>  <i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i>		Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .				
<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>						
<b>PD - Fine Motor</b>	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools,	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square

	<p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Forms recognisable letters most correctly formed</p>	<p>continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable / Build things with smaller linking Lego blocks</p>
<p>I can statements</p>	<p>I can show good pencil control when mark making and drawing</p> <p>I can use cutlery and other one handed equipment</p>		<p>I can sit at a table to write</p> <p>I can hold a pencil in a tripod grip</p> <p>I can use scissors</p>		<p>I can hold a pencil effectively (tripod)</p> <p>I can use a range of tools e.g. scissors</p> <p>I can draw with accuracy</p>	
	<p>I can use lots of different ways of moving appropriately</p> <p>I can climb over, under and through obstacles</p>		<p>I can throw, kick, pass and catch a large ball</p> <p>I can move and use both large and smaller scale equipment (building blocks etc)</p>		<p>I can travel around space and obstacles safely</p> <p>I can show strength, balance and co-ordination in movement</p> <p>I can move in different ways- run, jump, skip, climb</p>	
<p>PD - Gross Motor</p>	<p>Learn to strengthen posture when sitting on the carpet and at desks.</p> <p>Cooperation games i.e. parachute games.</p> <p>Climbing - outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing</p>	<p>Crates play- climbing. Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>Bikes and scooter, prams, sack barrow, wheel barrow.</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Ball skills- throwing and catching.</p> <p>Dance / moving to music</p>	<p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>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.</p> <p>Ball skills- throwing and catching.</p> <p>Dance / moving to music</p>	<p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics / Balance</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics/ Balance</p>

	and toileting.					
<b>PE Lesson focus</b>	Moving in a variety of different ways Trains (practice lining and moving in a line) Core strength skills	Ball skills - throwing, catching and using balls effectively (use this in to prepare children for use of balls in outside CP) Core strength skills -Circurama Begins	Balancing and Gymnastics -Circurama - Core strength skills - Dance / moving to music Ball skills- throwing	Gymnastics and Dance - moving on and around equipment -Circurama - Core strength skills - Spring dance	Ball Skills and games -Circurama - Core strength skills	Sports day games -Circurama - Core strength skills

**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)

<b>Comprehension</b> Weekly visits to the library - encouraging real life use for books and a passion for reading (etc)	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand key concepts about print: - 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 Recognizing initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Make the books available for children to share at school and at home.	Retell stories related to events through acting/role play. Retelling stories using images. Retelling of stories. Orally retelling new stories. Non-Fiction Focus. Retelling of stories. Sequence story - use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Enjoys an increasing range of books	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Read a few common exception words.  Children will only have stories allocated to them on bug club that they can read (dependent on phonic knowledge)	Information leaflets about animals in the garden/plants and growing.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events  Stories from other cultures and traditions  Order the Easter story.	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Role play area - book characters Sequencing familiar stories through the use of pictures to tell the story. Making up stories with themselves as the main character - Using hot seating. Encourage children to record stories through picture drawing/mark	Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories.
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<b>I can statements</b>	<p>I can retell the key events in stories  I am starting to recall facts from non-fiction  I can talk about what has happened in the story so far  I can listen carefully to stories, rhymes, non-fiction and songs</p>	<p>I can retell key events from stories I have read  I can describe the key events in detail  I can recall facts from a non-fiction book  I can say what might happen next linked to other similar stories  I can talk about stories, rhymes, non-fiction and songs</p>	<p>I can explain what I have read or has been read to me  I can retell simple stories  I can recall facts from information  I can say what I think might happen next  I can use new vocabulary throughout my play</p>		
<b>Phonics (Word Reading)</b>	<p>Teach children Phase 1 skills and Learn Phase 2 letter sounds  s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, l, ll, f, ff, ss  and focus on segmenting and blending to learn to read words</p>	<p>Phase 2 and beginning of phase 3 ( j, v, w, x, y, z, zz, qu)  recap and focus on segmenting and blending learn phase 3 letter sounds, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, or, are, ir/ur/er, ow, oi, ear, air, ure, er  Language lessons focusing on tricky word reading and segmenting and blending</p>	<p>Recap of phase 3 graphemes and segmenting and blending.  No new letter sounds, but reading adjacent consonants  CVCC/CCVC/CCVCC/CCCVC/CCCVCC  Learn all phase 4 tricky words and reading words of more than 1 syllable.</p>		
<b>Guided Reading (Comprehension and Word Reading)</b>	<p>Book band lilac and Book band pink A  Access comprehension games on Bug Club  Homework sent home will reflect on the content of phonics sessions linked to guided reading book.  Children will recognize initial sounds and acknowledge that print has meaning</p>	<p>Book band pink B and Book band red A  Access comprehension games on Bug Club  Homework sent home will reflect on the content of phonics sessions linked to guided reading book.  Children will begin to blend sounds to read words and begin to read simple sentences containing known sounds.  They will read Tricky words from phases 2 and 3.</p>	<p>Book band red A and book band red B and book band red C  Access comprehension games on Bug Club  Homework sent home will reflect on the content of phonics sessions linked to guided reading book.  Children will blend and segment words, read tricky words and read simple sentences</p>		
<b>I can statements</b>	<p>I can match most of the phase 2 letters and sounds  I can say the phase 2 sounds in CVC words  I can start to blend the sounds together  I can segment and blend CVC words  I can read most of the phase 2 tricky words  I am starting to read captions e.g. the cat and the dog</p>	<p>I can match all phase 2 single letters and sounds  I can match all phase 3 single letter and sounds  I can start to identify some digraphs  I can segment the sounds in CVC words for reading  I can blend the sounds in CVC words for reading  I can segment and blend simple words matched to my phonics knowledge  I can read captions  I can read phonics matched tricky words</p>	<p>I can match the letter and sound for all phase 2 single sounds and digraphs  I can match the letter and sound for at least 10 phase 3 digraphs  I can read CVC words containing phase 2 sounds  I can read CVC words containing known digraphs  I can read simple sentences and books matched to my phonics  I can read tricky words from phases 2 and 3 confidently</p>		

<p><b>Writing</b> Once phase 2 phonic sounds and beginning of phase 3 sounds have been taught, give children activities and scenarios to write about after registration - spider fairy, keys, genie lamp etc. All letter sounds need to be taught before this happens in order for children to use phonic knowledge effectively and not create any misconceptions.</p>	<p>Nursery Rhymes Focus on Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sound. Use initial sounds to label characters / images. Name labels (first name)</p>	<p>Name writing (full name) Writing using initial sounds, Begin story scribing Retelling stories in writing area Writing cards Focus on writing CVC words, sometimes spelled correctly Form lower case letters Write Christmas letters/lists Write simple captions</p>	<p>People who help us - sign making, poster making. Writing captions Writing instructions to make sandwiches (linked to self-help) Begin simple sentence writing using phonic knowledge. Writing recipes, lists. Begin to link phonemes to graphemes Begin to write some tricky words Orally compose sentences using fingers</p>	<p>CVC words / simple sentence writing using high frequency words Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC words (plurals). Guided writing based around developing short sentences in a meaningful context. Create a story board. Form capital letters Use finger spaces, capital letters and full stops in a sentence Handa's Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals Labels and captions - life cycles</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Character descriptions. Write 2 sentences Write new version Traditional tales character profiles</p>	<p>Write facts about dinosaurs Write a postcard / diary writing Recount - A visit out of school Story writing, writing sentences using a range of tricky words that are spelt correctly. Innovation of familiar texts Using familiar texts as a model for writing own stories. Write three sentences Spell known tricky words Begin to re-read writing and check for some Label body parts</p>
<p><b>I can statements</b></p>	<p>I can write some lower case letters correctly I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc) I can identify known letters to match initial sounds (phase 2) I can match phase 2 letters and sounds I can write CVC words and labels e.g. c-a-t I can write simple labels I can start to write simple captions I can say a simple sentence for writing (oral and count words)</p>	<p>I can write most lower case letters correctly I can write some upper case letters correctly I can use a tripod grip I can match phase 2 and 3 letters and sounds I can write CVC words and labels (phase 2 and 3 sounds) I can spell some tricky words I can write captions I can write short sentences I can start to use finger spaces between my words I can read sentences back</p>	<p>I can write most upper and lower case letters correctly I can hold my pencil in a good tripod grip I can write CVC words with sounds and letters I know I can write tricky words I can write simple sentences I can read my own sentences My teacher can read my sentences</p>			
<p><b>Mathematics</b></p>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					

<p><i>White Rose</i></p>	<p><b>Getting to know you</b> <i>(opps for settling in, introducing areas of provision and getting to know the children. Key times of the day, class routines. Exploring continuous Provision inside and out. Where do things belong? Positional language - in hall around spots)</i></p> <p><b>Just like me!</b> - Match (objects and discuss) and sort (objects into sets based on attributes) Compare amounts. Compare size, Mass and Capacity. Exploring pattern (simple patterns, AB)</p>	<p><b>It's Me 1,2,3!</b> Representing 1, 2 &amp; 3 Comparing 1, 2 &amp; 3. Composition of 1, 2 &amp; 3. Circles and Triangles (exploring, recognising- in things- and creating). Positional Language (use to describe how items are positioned etc) <b>Light and Dark</b> Representing Numbers to 5 1 more and 1 less Shapes with 4 sides Time (night and day)</p>	<p><b>Alive in 5!</b> Introducing 0 Comparing numbers to 5 Composition of 4 &amp; 5 Compare mass (comparing and estimating) Compare Capacity (half full, nearly full, nearly empty)</p> <p><b>Growing 6, 7, 8</b> 6, 7 &amp; 8 Combining 2 amounts</p>	<p><b>Growing 6, 7, 8</b> (continued) Making pairs Length &amp; Height Time (sequencing times of day and using language - next, after, then, before, later, now, soon to describe when an activity or event may occur) <b>Building 9 &amp; 10</b> Counting to 9 &amp; 10 Comparing numbers to 10 Number bonds to 10 3D shapes Spatial awareness Patterns (AAB, ABB, AABB, AABBB)</p>	<p><b>To 20 and Beyond</b> Building numbers beyond 10 Counting Patterns beyond 10 Spatial Reasoning (1) Match, rotate, manipulate</p> <p><b>First then now</b> Adding More Taking away Spatial Reasoning (2) Compose and decompose</p>	<p><b>Find my pattern</b> Doubling Sharing &amp; grouping Even &amp; Odd Spatial Reasoning (Jigsaws, moving objects to fit in specific and correct spaces) Visualise and Build</p> <p><b>On the Move</b> Deepening Understanding (problem solving etc) Patterns and Relationships Spatial Reasoning (making maps and plans) Mapping</p>
<p><b>I can statements</b></p>	<p>I can count to 5 using different mathematical resources I can match numeral and quantity to 5 I can quickly say how many there are (up to 3) in different arrangements I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this</p>	<p>I can count objects, claps, movements up to 10 I can match numeral and quantity (within 10) I can quickly say how many there are (up to 5) I can recall number bonds to 5 I can start to give some linked subtraction facts I can start to recall some double facts e.g. 1 and 1 is 2</p>	<p>I can show how numbers to 10 are made up using different models e.g. part whole, tens frame I can recognise the numerals to 10 and match to quantity consistently I can recognise quantities up to 5 without counting I can recall number bonds up to 5 and some to 10 I can match subtraction facts with number bonds I can recall some double facts within 10</p>			
	<p>I can count to 10 by rote I can compare manipulatives (e.g. saying when one tower is bigger/smaller) I can find one more/ one less using resources I can continue and copy patterns</p>	<p>I can count to 20, knowing the teen numbers I can compare two quantities saying when one is bigger/smaller/same I can say a number that is one more/ less without resources I can spot errors in the pattern I can name my pattern e.g. ABAB</p>	<p>I can count beyond 20 I can compare quantities using greater/ more than, fewer/ less than, the same/ equal I can show patterns in numbers to 10 I can talk about odd and even numbers I can say double facts</p>			

	I can create my own patterns		I can start to identify odd and even numbers linked to sharing		I can share equally	
RE - (Linked to UTW People, culture and communities)	Birthdays Introduce Birthday display and discuss birthday celebrations and how they may differ. Harvest - Sukker	The Christmas story Tell the Christmas story through Christmas performance and through stories. Children will have access to a range of texts about the Christmas story.	The Bible and some stories that Jesus told. Introduce children to parable stories - Veggie tales online and LEGO stories -. Show the children the Bible and its importance to Christians.	The Easter Story Tell the Easter story - Big discussion about how Jesus is now a man! Link Easter craft to the story - eggs, hot cross buns.	Other Special Buildings Look at the special buildings in the North East of England that are linked to Religions. The children can use them to build and explore virtually. Then look at other special buildings around the world that are linked to Religions and explore them and build them.	
	Parts of RE are going to be taught through continuous provision in the Reception areas. This will be through the enhancements that we add to our provision which will be organised in red tubs around Reception. There will be small world places of worship, artefacts and pictures within the enhancements which will be carefully taught and introduced to the children prior to their appearance in the continuous provision. Some examples of this are shown in the boxes below.					
RE Enhancements	Introduce birthday display, Pictures of Holy Trinity church, small world church,.	Diwa lamp, Christmas tree in the role-play area, small world church, Visit to church.	Children's bible in the reading area, images of certain holy books and other artefacts linked to them (see RE cupboard), Visit to church.	Easter crafts in the art area linked to celebrations of Easter, Visit to church.	Pictures of the different places of worship in the block/construction areas, Visit to church.	
Festivals	Harvest - Sukker All Saints Day	Diwali Hannukah Christmas	Ash Wednesday / Shrove Tuesday St David's Day Valentines Day	Shivaratri Holi Palm Sunday Passover Easter Start of Ramadan	Eid Shavuot	Summer Solstice
UTW - Past and Present (History)	All about me		People who help us and our community		Past and present	
	Introduce the school building and events Introduce the Visual timetable to the children and discuss different parts of the day. Introduce the Birthday display to the children	Visual Timetable - Introduce - Yesterday we... Tomorrow we will... parts of the display. Discuss our families and where we live. Discuss previous Christmas	Discuss different jobs and people who help us. Discuss different workplaces, for example, doctors, Co-op, hairdressers. Introduce people from past (linked to topic/artists/authors).	Teach the times of the day as different events (dinner time/home time etc) Discuss previous Easter celebrations and traditions that we will celebrate and have celebrated (Pancake	Our lifetime - baby, nursery, Reception Year, Year 1 - Reception to go up to the Junior building to talk to the Y6 children about what it is like being in our school etc. Dinosaurs topic (linked to The Natural World) - how have they impacted on today, how long ago it was, focus on language and vocabulary. Old toys and objects from the past. Look at and discuss old photographs of our school	

	and discuss ages and when our birthdays is/was.	celebrations and traditions.		day, Mother's day, Easter). Link to the Easter story and discuss Jesus' life.	and village. Visit The Hancock Museum
	Parts of Past and Present are going to be taught through continuous provision in the Reception areas. This will be through the enhancements that we add to our provision which will be organised in red tubs around Reception and through our Visual Timetable and our Birthday display. There will be some artefacts and pictures within the enhancements which will be carefully taught and introduced to the children prior to their appearance in the continuous provision. Some examples of this are shown in the boxes below.				
I can statements	I can talk about changes that have happened to me throughout my life I can talk about my family and people in the community and their roles I am becoming more aware of the past linked to myself and my family and how it has changed I can talk about what I can see in pictures of the past	I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc. I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts I can talk about what I have heard and seen in stories and picture books and how this is different/ the same			I can talk about the lives of people I am familiar with I can talk about the roles of people in society I can give similarities and differences between the past and now I can talk about the past using books and stories talking about the characters, settings and events
UTW Past and Present Enhancements	Birthday cake resources in the playdough area. Calendar in home area.	Photographs of different family members (old and young). Christmas tree in the home area. Christmas stories from the past.	Books about different jobs and places of work. Books about people from the past.	The Easter story resources. Images of previous celebrations linked to Easter on discovery area. Artefacts from Africa (linked to geog)	Present and old photographs. Old toys.
UTW - People, Culture and Communities (Links to Geography and RE)	Being me in my world Help children to learn each other's' names and model correct pronunciation. Discuss children's families and homes and the similarities and differences between these. Celebrating festivals (linked to RE) - Christian and Hinduism. Halloweenn. Christmas performance. Christmas party and dinner. Diwali celebration.		Comparing how we celebrate different festivals, for example Christmas'. Chinese New Year. Europe hop, City hop, Island hop - introduce a new country/city to the children and experience some of the culture in our own setting. Look at children around the world and discuss the similarities and differences between us and them. Africa and Kenya - Link to Handa's surprise. Discuss the similarities and differences we have to children that live in Kenya. Address misconception of Africa as a continent and not a country Create a map after visits around the community. Create a mini Wingate in the block area and label the different features - create a map of this.		Linked to dinosaurs, different names for collection of the land on Earth (e.g. Pangea). Europe hop, City hop, Island hop - introduce a new country/city to the children and experience some of the culture in our own setting. Create a mini school grounds in the block area and children create their own map of this. (Linked to Past and Present) look at the present aerial view of Wingate on Google maps and also show the image of the old aerial view. Discuss recognisable features and discuss any changes they notice between the maps.

	<p>Parts of People, Culture and Communities are going to be taught through continuous provision in the Reception areas. This will also be through the enhancements that we add to our provision which will be organised in red tubs around Reception. There will be some artefacts and pictures within the enhancements which will be carefully taught and introduced to the children prior to their appearance in the continuous provision. Some examples of this are shown in the boxes below. Additionally to this, Reception will be visiting different parts of Wingate village throughout the year to the local shops (McColls), the local library and Wingate Woods.</p>		
<p>I can statements</p>	<p>I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell I am starting to explore the natural world I can talk about how different people celebrate I can start to use stories and pictures to talk about differences in life in other countries</p>	<p>I can explore and talk about the natural world using what I know from stories/ non-fiction I can draw information from a simple map I can talk about some special places for people in our and other communities I can draw information from a simple map I can start to talk about the differences in lives in other countries</p>	<p>I can describe the school environment using what I know from</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> <li>• Stories/ non-fiction</li> <li>• Maps</li> </ul> <p>I can talk about religion and culture within my country (UK) I can talk about what is the same and different in life in this country and in other countries</p>
<p>UTW People, Culture and Communities Enhancements</p>	<p>Photographs of different family members. Christmas small world. Decorate home area for Christmas.</p>	<p>Children around the world in the small world area/dolls house. Aerial view of Wingate school. Images of Wingate village for children to recreate</p>	<p>Old artefacts in role play and small world for children to explore Dinosaurs in the small world area.</p>
<p>UTW - The Natural World</p>	<p>Drawing detailed pictures of natural objects - leaves, trees, insects, flowers, pinecones, fir trees, stick insects Weather Tree - identifying different weather types Seasonal changes - Autumnal changes, linked to animals of Britain and what they do. Autumnal walk to see the difference in leaves and beginning of winter and how bare the trees look along with the lack of animals around (why aren't there many animals around?) Learn about some nocturnal animals (linked to Maths Light and Dark)</p>	<p>Looking after wildlife during winter Plants and growing - grow beans in transparent bags/containers and look at the parts of a plant and label Mini-beasts - building a bug hotel- what do mini-beasts need? Discuss weather vane and make predictions about the weather using the class weather tree. In spring discuss the lighter days and the new beginning of plants and baby animals. Investigate life cycles of butterflies using Insect Lore butterflies Explore the natural world around them. Forest school and Wingate Woods visits (plant/animal hunts) Know similarities and differences between the natural world around them and contrasting environments - Link to Handa's surprise and Kenya and England Naming parts of animals and insects bodies.</p>	<p>Continue to plant and grow vegetables, fruit and plants (Lettuce, strawberries and sunflowers if no different interest from children) Linked to Dinosaurs topic - discussing the carnivores, omnivores and herbivores characteristics - link to animals in the present Naming and labelling specific parts of the body with children - ear lobes, elbows, naming fingers, wrist, thigh, heel, palm, etc, The 5 senses. Weather Tree - noticing the difference in the weather throughout the year, continue making predictions about what the weather is like in the 4 seasons and noticing patterns in each month</p>

Creatures	Stick insects				Butterflies				Pond Snails		
I can statements	I can describe what I can see, hear and feel outside I can talk about the area I live in, including the weather etc. I can talk about forces I feel e.g. push, pull etc. I can talk about the differences in materials				I can describe animals and plants (both from photos and real life experiences) I can describe my own environment and local area I can describe another environment e.g. desert, Artic etc. I can talk about the weather linked to seasonal change I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)				I can explore the natural world I can make observations of animals and plants and use these observations to draw pictures I can contrast the natural world around me with different environments I can talk about some of the changes in the natural world (including seasons and changing states of matter)		
Planting (month by month) to be done in the growing beds on top grass	Sept Onions, bulbs	Oct Garlic,	Nov Daffodils	Dec -	Jan -	Feb peas	March Wild flowers	April sunflowers	May tomatoes	June Bedding plants	July Prepare planting area for the summer holidays and new cohort
<h3>Expressive Arts and Design</h3> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p>			<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>								
<h3>EAD - Creating with Materials (Links to Art and D&amp;T)</h3>	<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Explore colour and colour mixing.</li> <li>Show different emotions in their drawings - happiness, sadness, fear etc.</li> <li>Mondrian recreation of art and discussion of</li> </ul>				<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating masks.</li> <li>Making lanterns, Chinese writing, puppet making</li> <li>Children will explore ways to protect the growing of plants by designing scarecrows.</li> <li>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</li> <li>Mother's Day crafts Easter crafts Home Corner</li> </ul>				<ul style="list-style-type: none"> <li>(Creating with Materials) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> <li>(The Natural World) Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Symmetrical butterflies</li> <li>Provide children with a range of materials for children to construct with.</li> <li>Junk modelling, houses, bridges boats and transport.</li> <li>Design and make rockets. Design and make objects they may need when playing pirate games, thinking about form and function.</li> </ul>		



Literacy)	<p>percussion instruments - linked to PD</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>performing solo or in groups</p> <ul style="list-style-type: none"> <li>Learn a traditional African song and dance and perform it with others, encouraging children to create their own music to accompany this.</li> </ul> <p><b>Everyone</b> and <b>Our World</b> (units on Charanga)</p> <p>Provide a wide range of props for play which encourage imagination.</p>		
I can statements	<p>I can use various tools for artwork and design e.g. playdough tools</p> <p>I can select my own art and design materials to create with</p> <p>I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.</p> <p>I am starting to recreate familiar stories (with adult support)</p>	<p>I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)</p> <p>I am able to combine different techniques e.g. collage, paint, crayon, clay to create art</p> <p>I can talk about my artwork or designs- linked to some of the materials/ techniques I used</p> <p>I can use materials and props to retell stories and create imaginary situations linked to what I know</p>		<p>I can safely use tools e.g. scissors</p> <p>I can explore using materials and techniques</p> <p>I can design art/ a product thinking about colour, texture and function</p> <p>I can explain what I have made</p> <p>I can talk about how I made it</p> <p>I can use props and materials when I am role playing familiar stories</p>
	<p>I can recount and retell familiar stories with my friends and adults (small world/ role play)</p> <p>I can role play imaginary scenarios linked to experiences</p> <p>I know some popular songs and can sing them supported by an adult</p> <p>I can listen and respond to sounds</p> <p>I can sing with others and supported by an adult</p>	<p>I can adapt well known stories and narratives and small world/ role play them with others</p> <p>I can use what I know and have read to help create my own stories</p> <p>I can sing well known songs in a group or alone and match the pitch and melody</p> <p>I can listen carefully to music and start to move to it</p> <p>I can join in with singing and dancing</p>		<p>I can adapt and recount narratives and stories with my friends and adults</p> <p>I can invent my own stories</p> <p>I can sing well known nursery rhymes</p> <p>I can sing some familiar songs</p> <p>I can perform songs, rhymes, poems and stories alone and with others</p> <p>I can try to move in time with music</p>
Computing	<p>Smartie the Penguin (E Safety)</p> <p>Basic programming with Beebots</p> <p>2Paint</p>	<p>Lee and Kim (E Safety)</p> <p>Voice recording</p> <p>Taking photos or videos</p> <p>Beebots (revisit)</p>		<p>Swiggle searches</p> <p>Logging on</p> <p>Introduction to video call technology, i.e. Teams, etc.</p>
Computing Enhancements	<p>Line robot following a route (children draw route on big paper to follow)</p>	<p>Botley on a tuff tray</p> <p>Beebots</p>		<p>Beebots</p> <p>Laptop</p>
Languages	<p>French</p>	<p>Mandarin</p>	<p>German</p>	<p>Spanish</p>

Vocabulary and communicating for a purpose in languages.	Greetings linked to different parts of the day with actions - Bonjour, Salut, Bonuit, Bon soir, bonne appetit	Numbers in language - Un deux trois quatre cinq	Greetings (simplified due to complexed language) - Ni hao, ni hao ma, wo hen hao, zai jian, (New year song) 'Xin nian hao'	Greetings linked to different parts of the day with actions - Guten Morgan, Guten Tag, Guten abend, Guten nacht	Hola, Buenos dias, Buenos tardes, Buenos noches	Numbers in language - Uno, dos, tres, cuatro, cinco
	Introducing oneself - Je m'appelle Ca va? Ca va bien, merci	Fruit - Video J'aime les fruit. Colours - rouge, bleu, jaune, vert, orange, noir, blanc	Numbers in language - yi er san si wu	Numbers in language - eins, zwei, drei, vier, funf	Introducing oneself - me llamo, como estas? Moy bien, gracias	Fruit song  Adios song 'Hasta manana'

Cultural Awareness	Introduce the map of the world and the national flag. Discuss the country and introduce some real life resources or objects that they will have in the specific country - baguette, flag, snails, perfume. Address any stereotypes that children may have.	Discuss the country and introduce some real life resources or objects that they will have in the specific	Brief introduction of map and country. Discuss some of the key places of interest and things that come from Germany.	Introduce the map of the world and the national flag. Discuss the country and introduce some real life resources or objects that they will have in the specific country. Use pictures to support discussions. Address any stereotypes that children may have.
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Languages as a subject is taught to Reception through short discrete sessions which link to the areas of learning - Communication and Language, Understanding the world (people and communities) and Expressive arts and design (Being imaginative and expressive).

Each session will be structured as Revisit, Teach, Practise and Apply - the same structure as our Phonics sessions.

RR	Right to an education	Practise your own religion	Right to food and water	Right to a family	Right to Play	Right to be safe
Jigsaw (PSHE)	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

TRIPS - Farm, local woods, Coop, McColls shop, The Hancock Museum, doctor's surgery, local park, Wingate church.

## Early Learning Goals (End of Year Expectations) - Holistic/ Best Fit

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding 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 ELG: Speaking 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>ELG: Self-Regulation 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. ELG: Managing Self 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. ELG: Building Relationships 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>ELG: Gross Motor Skills  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.  ELG: Fine Motor Skills  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.</p>	<p>ELG: Comprehension  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.  ELG: Word Reading  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.  ELG: Writing  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.</p>	<p>ELG: Number  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.  ELG: Numerical Patterns  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.</p>	<p>ELG: Past and Present 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. ELG: People, Culture and Communities 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. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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.</p>	<p>ELG: Creating with Materials 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. ELG: Being Imaginative and Expressive 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>