



# **St Stephen's EYFS Half Termly Curriculum Overview**

## Reception - Communication and Language – Autumn 1

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.

### ELG: Listening, Attention and Understanding

Children at the expected level of development will: - **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** Children at the expected level of development will: - **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.

### Development Matters

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
  - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
  - Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### Goals

I am able to listen to stories and join in with repeated refrains.

I understand simple questions and can follow simple instructions.

I'm becoming more confident when asking questions and I am beginning to express myself using well-formed sentences.

I join in with familiar rhymes, poems and songs.

### What this looks like in Autumn 1

- Baseline assessment
- Stories, poems and songs
- Sharing family pictures
- Family trees
- Looking at the world map
- Introduction to new environment and routine
- Friendship/teambuilding games/songs/stories with repeated refrains
- Short carpet sessions and basic discussions and questioning.
- Introducing how to use talk to work out problems
- Introduce talk partners
- Learning about our families and our peers families
- Creating and reinforcing friendships
- Introduction of new vocabulary across prime and specific areas

### Enrichment opportunities and key dates

- Introduction of Library sessions
- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week
- DT Day
- Family Stories
- FOSS Family Supper

### Core texts

- 'Starting School' by Janet and Allan Ahlberg
- 'Freddie and the Fairy' by Julia Donaldson

# Reception - Communication and Language – Autumn 2

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.

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## Development Matters

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- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
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## Goals

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I understand simple questions and can follow simple instructions.

I'm becoming more confident when asking questions and I am beginning to express myself using well-formed sentences.

I join in with familiar rhymes, poems and songs.

## Enrichment opportunities and key dates

- DT Day
- Nativity
- Class trip to Lyric Theatre to see 'Father Christmas'
- Christmas Church Service

## What this looks like in Autumn 2

- Exploring the indoor and outdoors environment
- Messy/sensory Play
- Stories, poems and songs
- Friendship/teambuilding games/songs/stories
- Reinforcing the use of resources and display boards
- Short stories with repeated refrains
- Short carpet sessions and basic discussions and questioning.
- Reinforcing talk to work out problems
- Learning and talking about our emotions
- Using our senses to explore
- Discovery games/walks
- Role play

## Reception - Communication and Language – Spring 1

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### **Goals**

I can maintain attention and concentration during learning sessions.  
I can listen and respond to ideas in conversation or play  
I am developing a broader vocabulary using narrative in play  
I am beginning to resolve problems independently.

### **Enrichment Opportunities**

### **Core texts**

### **What this looks like in Spring 1**

- Actively using indoor and outdoors environments and resources to reinforce play
- Messy/sensory Play
- Stories, poems and songs
- Friendship/teambuilding games/songs/stories
- Reinforcing the use of resources and display boards
- Stories and discussions
- Lightly longer carpet sessions with activities
- Challenges
- Modelling and discussing working out problems
- Learning and talking about our emotions
- Using our senses to explore
- Discovery games/walks
- Role play

### **Topics covered**

- Polar lands

# Reception - Communication and Language – Spring 2

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## Topics covered

- Mini Beasts

## Development Matters

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- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

## Goals

- I can maintain attention and concentration during learning sessions.
- I can listen and respond to ideas in conversation or play
- I am developing a broader vocabulary using narrative in play
- I am beginning to resolve problems independently.

## What this looks like in Spring 2

- Actively using indoor and outdoors environments and resources to reinforce play
- Messy/sensory Play
- Stories, poems and songs
- Friendship/teambuilding games/songs/stories
- Reinforcing the use of resources and display boards
- Stories and discussions
- Lightly longer carpet sessions with activities
- Challenges
- Modelling and discussing working out problems
- Learning and talking about our emotions
- Using our senses to explore
- Discovery games/walks
- Role play

## Activities/Resources

## Enrichment Opportunities

## Core texts

# Reception - Communication and Language – Summer 1

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## Topics covered

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  - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

## Goals

I listen attentively in group situations and can respond with relevant comments  
I answer questions and express my ideas and experiences using the appropriate language  
I am confident to developing narratives and my explanations

## What this looks like in Summer 1

- Actively using indoor and outdoors environments and resources to reinforce play
- Messy/sensory Play
- Stories, poems and songs
- Reinforcing the use of resources and display boards
- Stories and discussions
- Chapter texts
- Lightly longer carpet sessions with activities
- Introduction to whole class learning
- Challenges
- Modelling and discussing working out problems
- Learning and talking about our emotions
- Using our senses to explore
- Discovery games/walks
- Role play

## Core texts

# Reception - Communication and Language – Summer 2

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.

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## Topics covered

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- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

## Goals

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I answer questions and express my ideas and experiences using the appropriate language  
I am confident to developing narratives and my explanations

## What this looks like in Summer 1

- Actively using indoor and outdoors environments and resources to reinforce play
- Messy/sensory Play
- Stories, poems and songs
- Reinforcing the use of resources and display boards
- Stories and discussions
- Chapter texts
- Lightly longer carpet sessions with activities
- Basic whole class learning
- Challenges
- Modelling and discussing working out problems
- Learning and talking about our emotions
- Transition discussions and opportunities.
- Using our senses to explore
- Discovery games/walks
- Role play

# Reception - Personal, Social and Emotional Development – Autumn 1

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.

**ELG: Self-Regulation** Children at the expected level of development will: 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** Children at the expected level of development will: **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** Children at the expected level of development will: **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.

## Key Vocabulary

### Development Matters

- See themselves as a valuable individual.
- **Build constructive and respectful relationships.**
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- **Manage their own needs.**

### Topics covered

- All about me:  
What makes me special  
Me and my special people  
Who can help me  
My feelings

### Goals

- I have made some friendships and demonstrate friendly behaviour.
- I explore the learning environment and try new activities
- I am taking turns and share resources
- I can explain the class rules and the reasons for them.

### What this looks like in Autumn 2

- Baseline assessment
- Completing family trees at home and sharing with the class, display in class with map of the world
- Introduce circle time and circle time rules
- Introduce class worry box
- The Zones of Regulation framework (Kuyppers, 2011)
- Introduction to new environment and daily routine using visual timetable
- Meet new teachers and peers
- Friendship/teambuilding games/songs/stories
- Modelling and reinforcing behavior expectations
- Short carpet sessions with basic discussions
- Introduce how to use talk to work out problems
- Looking at ourselves and our similarities and difference with our peers
- Learning about our families and our peers families
- Creating and reinforcing friendships
- Unit 1 R&H education curriculum– All about me

### Enrichment opportunities and key dates

- Introduction of Library sessions
- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week
- DT Day – puppets 2021
- Family trees
- FOSS Family Supper

### Core texts

- 'The colour monster' by Anna Llenas
- 'The huge bag of worries' by Virginia Ironside
- 'Starting School' by Janet and Allan Ahlberg
- 'Hello friend' by Rebecca Cobb
- 'The Smeds and the Smoos' by Julia Donaldson
- 'The great big book of friends' by Mary Hoffman
- 'The Same but different too' by Karl Newson
- But Why Can't I? - Franklin Watts
- Our Emotions and behaviour – Franklin Watts

# Reception - Personal, Social and Emotional Development – Autumn 2

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**ELG: Self-Regulation** Children at the expected level of development will: 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** Children at the expected level of development will: 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** Children at the expected level of development will: 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.

## Key Vocabulary

## Development Matters

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

## Goals

I am able to follow classroom rules and routines and listen well at carpet times.

I join in small group discussions when prompted.

I respond appropriately when given simple instructions.

I am able to wash my hands, go to the toilet and wipe my nose independently.

## Core texts

- 'The great big book of families' by Mary Hoffman
- Not Fair Won't Share? - Our Emotions and behaviour – Franklin Watts
- I don't want to play nicely - Our Emotions and behaviour – Franklin Watts

## What this looks like in Autumn 2

- Children identify ways they are special and the ways others are special too.
- Identify how to be a good friend.
- Explore different types of families and how families care for each other.
- Create a pictograph of each pupil's family.
- Friendship/teambuilding games/songs/stories
- Modelling and reinforcing behavior expectations
- Weekly circle time and as and when situations arise that need discussing
- Looking at ourselves and our similarities and difference with our peers
- Learning about our families and our peers families
- Creating and reinforcing friendships
- Unit 2 – R&H education curriculum – Valuing difference

## Enrichment opportunities and key dates

- DT Day 2
- Nativity
- Class trip to Lyric Theatre to see 'Father Christmas'
- Christmas Church Service
- Parliament Week

## Topics covered

- Valuing difference:
- I'm special, you're special
- Same and different
- Same and different families
- I am caring
- Kind and caring

# Reception - Personal, Social and Emotional Development – Spring 1

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**ELG: Managing Self** Children at the expected level of development will: 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.**

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## Development Matters

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- Express their feelings and consider the feelings of others.
- **Show resilience and perseverance in the face of challenge.**
- Identify and moderate their own feelings socially and emotionally.
- **Think about the perspectives of others.**
- Manage their own needs.

## Goals

I approach chosen tasks independently and am gaining confidence when trying new things.

I am beginning to problem solve.

I am sensitive to the needs of those around me.

## What this looks like in Autumn 2

- Friendship/teambuilding games/songs/stories
- Modelling and reinforcing behavior expectations
- Weekly circle time and as and when situations arise that need discussing
- Looking at ourselves and our similarities and difference with our peers
- Learning about our families and our peers families
- Attempting adult initiated challenges
- Creating and reinforcing friendships
- Unit 2 – R&H education curriculum – Valuing difference

## Topics covered

### Keeping myself safe

- What's safe to go onto my body
- What's safe to go into my body
- Safe indoors and outdoors
- Listening to my feelings
- Keeping safe online
- People who help to keep me safe

## Core texts

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## Goals

I can resolve most conflicts independently  
I am able to listen to the ideas of others and can respond appropriately.  
I listen to what my teachers says and respond appropriately.  
I can make healthy food choices.

## Key Vocabulary

## What this looks like in Spring 2

### Topics covered

#### Rights and Responsibilities

- Looking after my special people
- Looking after my friends
- Being helpful at home and caring for our classroom
- Caring for our world
- Looking after money: recognising, spending and using
- Looking after money: saving money and keeping it safe

## Core texts

# Reception - Personal, Social and Emotional Development – Summer 1

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**ELG: Self-Regulation** Children at the expected level of development will: 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** Children at the expected level of development will: 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** Children at the expected level of development will: 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.**

## Development Matters

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- **Show resilience and perseverance in the face of challenge.**
- Identify and moderate their own feelings socially and emotionally.
- **Think about the perspectives of others.**
- Manage their own needs.

## Goals

I take account of others' ideas and feelings and can discuss these.

I set myself tasks and join activities with confidence.

I can follow instructions involving a series of ideas or actions.

## What this looks like in Summer 1

### Topics covered

#### Being my best

- Bouncing back when things go wrong
- Yes, I can!
- Healthy eating
- Move your body
- A good night's sleep

## Key Vocabulary

## Enrichment Opportunities

## Core texts

# Reception - Personal, Social and Emotional Development – Summer 2

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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**ELG: Managing Self** Children at the expected level of development will: 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** Children at the expected level of development will: 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.

## Development Matters

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

## Goals

I have formed positive relationships with my peers and my teachers.  
I am happy in new environments.  
I can discuss my ideas, emotions and ask questions  
I am ready for my transition to Year 1.

## Key Vocabulary

## What this looks like in Summer 2

## Activities/Resources

## Core texts

## Topics covered

### Growing and Changing

- Seasons
- Life stages - plants, animals, humans
- Human life stages - Who will I be?
- Where do babies come from?  
Getting bigger
- Me and my body – girls and boys

# Reception - Physical Development – Autumn 1

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, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

**ELG: Gross Motor Skills** Children at the expected level of development will: - **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** Children at the expected level of development will: - **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..

## Development Matters

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.
- 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.

## Development Matters

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- 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.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: - **regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian**
- Further develop the skills they need to manage the school day successfully: - **lining up and queuing - mealtimes - personal hygiene**

## Goals

I am beginning to hold a pencil and cut with scissors  
I am beginning to travel with confidence over climbing equipment

## What this looks like in Autumn 1

- Baseline assessment
- DT Activity
- 1st Name writing
- Using pencils
- Using the scissors
- Playdough and other fine motor activities.
- Outside play and Gross Motor
- P.E
- Modelling and reinforcing 'How to do good sitting'
- Starting Gymnastics and Kick London Sessions
- Movement/expression to music
- Daily Gross Motor activities
- Daily fine motor activities
- Introduction of how to correctly hold a pencil
- Introduction on 'How to keep healthy' via carpet sessions.
- Modelling how/when to wash hands.
- How to safely and effectively use scissors

## Topics covered

- Good sitting
- Holding a pencil
- Gymnastics -
- Kick London -
- Oral Heal and Hygiene

## Enrichment Opportunities

- H&R Day
- DT Day

## Core texts

## Key Vocabulary

Body, Healthy, Roll, Walk, Jump, Hop, Skip, Climb, Grip, Hold, Wash, Hygiene

# Reception - Physical Development – Autumn 2

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, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

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## Development Matters

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

## Development Matters

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
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- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

## Goals

I am considerate of others when climbing and negotiating space.  
I am beginning to move around and over objects with more balance and coordination.

## What this looks like in Autumn 2

- Modelling and reinforcing 'How to do good sitting'
- Starting Gymnastics and Kick London Sessions
- Movement/expression to music
- Daily Gross Motor activities
- Daily fine motor activities
- Introduction of how to correctly hold a pencil
- Introduction on 'How to keep healthy' via carpet sessions.
- Modelling how/when to wash hands.
- How to safely and effectively use scissors

## Topics covered

- Hygiene at school – Hand washing, using the toilet, sneezing, sharing, being
- Handwriting Families
- Fine motor activities – Cutting

## Activities/Resources

- Baseline assessment
- DT Activity
- 1st Name writing
- Using pencils
- Using the scissors
- Playdough and other fine motor activities.

## Enrichment opportunities and key dates

- DT Day
- Nativity
- Class trip to Lyric Theatre to see 'Father Christmas'
- Christmas Church Service
- Parliament Week

## Key Vocabulary

# Reception - Physical Development – Spring 1

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## Development Matters

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## Development Matters

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
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- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

## Goals

I can form some recognisable letters correctly and am beginning to draw simple representations.  
I can use other tools such as paint brushes and forks.  
I can throw and catch a ball.

## What this looks like in Spring 1

## Activities/Resources

## Topics covered

## Enrichment Opportunities

## Key Vocabulary

# Reception - Physical Development – Spring 2

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, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

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## Development Matters

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
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- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

## Goals

I negotiate space and obstacles safely.  
I can demonstrate strength balance and coordination when playing.  
I hold my pencil using the tripod or pincer grip.

## What this looks like in Spring 2

## Activities/Resources

## Topics covered

# Reception - Physical Development – Summer 1

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## Development Matters

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
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- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

## Goals

I am using my pencil more effectively and skillfully in writing and drawing.  
I am beginning to use my knife and fork when eating my lunch.  
I play team games safely and considerately.

## What this looks like in Summer 1

## Activities/Resources

## Topics covered

# Reception - Physical Development – Summer 2

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, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

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## Development Matters

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

## Development Matters

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
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- 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.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

## Goals

I use my pencil effectively and fluently in writing and drawing.  
I can use my knife and fork when eating my lunch.  
I demonstrate balance and coordination when running, jumping, dancing, hopping, skipping and climbing.

## What this looks like in Summer 2

# Reception - Literacy – Autumn 1

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).

**ELG: Comprehension** Children at the expected level of development will: - 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** Children at the expected level of development will: - 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** Children at the expected level of development will: - 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.

## Development Matters

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.

## Development Matters

- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter– sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## Core texts

- The Little Red Hen
- Pumpkin Soup
- The enormous turnip
- Oi Frog

## Goals

I am beginning to recognise my own name.  
I am beginning to enjoy a wider range of stories  
I am beginning to identify some sounds and corresponding letters  
I can recognise a rhyming word.

## What this looks like in Autumn 1

- Introduction to Phonics
- Blending/Segmenting CVC words
- Hearing the initial sound in a word
- Fine and gross motor games to form letters
- Stories - Role play, discussing images/words
- Rhymes and Poems
- Introduction to a variety of new vocabulary.

## Key Vocabulary

- Set 1 sounds
- I, the, you, your
- Middle, beginning, end, problem, solution, character
- Rhyme
- Author, Illustrator, title, spine, blurb
- Text related vocabulary

## Topics covered

- Traditional tales
- All about me

## Activities/Resources

- Baseline assessment
- Exploring the environment
- Self portraits
- Sharing family pictures
- Family trees
- Looking at the world map

## Enrichment Opportunities

- Introduction of Library sessions
- Parents/carers open classroom
- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week
- DT Day
- Family Stories
- Sharing Favorite book

# Reception - Literacy – Autumn 2

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).

**ELG: Comprehension** Children at the expected level of development will: - 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** Children at the expected level of development will: - 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** Children at the expected level of development will: - 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.

## Development Matters

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.

## Development Matters

- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter– sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## Goals

I am beginning to write my own name independently.  
I am beginning to form some letters correctly  
I am enjoying wider range of stories  
I can identify some sounds and corresponding letters  
I am beginning to read some common exception words

## What this looks like in Autumn 2

- Blending/Segmenting CVC words
- Hearing the initial sound in a word
- Introduction to letter formation families
- Fine and gross motor games to form letters
- Stories - Role play, discussing images/words
- Rhymes and Poems
- Book bag books
- Introduction to a variety of new vocabulary.
- Initial sounds, Lists, Labelling,
- RWI Assessment and stream
- Diwali, Bonfire night, Nativity story, Celebrations
- Lists for Father Christmas

## Core texts

Mog's Christmas – Judith Kerr  
Mog's Christmas Calamity by Judith Kerr  
The Nativity Story

Information texts for celebrations:  
'Sparks in the sky' Twinkl  
'You must bring a hat' by Simon Philip  
'Rama and Sita, The story of Diwali'

## Enrichment Opportunities

- Celebrations – Diwali, Bonfire Night,
- Remembrance Sunday
- DT Day
- Christmas Nativity performance
- Christmas Service
- School Community Fayre
- Parents Evening

## Key Vocabulary

- Complete set 1 sounds
- Red Words
- Text related vocabulary
- List
- Label
- Sequence
- Special Friends

# Reception - Literacy – Spring 1

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).

**ELG: Comprehension** Children at the expected level of development will: - 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** Children at the expected level of development will: - 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** Children at the expected level of development will: - 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.

## Development Matters

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter– sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## What this looks like in Spring 1

Christmas news and New Year resolutions  
Labelling polar region animals  
Lost posters  
Identifying and sorting 'fact' and 'fiction' texts

## Goals

I can blend and segment simple sounds in words  
I am beginning to write some simple CVC words.  
I can write for different purposes.  
I can recognise most single sounds and some diagraphs  
I can recognise some common exception words  
I can discuss characters, events and settings  
I can recall interesting facts from information texts

## Core texts

'Lost and Found' by Oliver Jeffers  
'Penguins' Usbourne Beginners  
'Bears' Usbourne Beginners

## Enrichment Opportunities

## Key Vocabulary

- Complete set 1 sounds and diagraphs
- Red Words
- Text related vocabulary
- Fact, fiction, information text
- Label, poster

# Reception - Literacy – Spring 2

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- Re-read what they have written to check that it makes sense.

## Goals

- I can blend and segment simple sounds in words
- I am beginning to write some simple sentences .
- I can write for different purposes.
- I can recognise most single sounds and some digraphs
- I can recognise and write some common exception words.
- I can discuss characters, events and settings

## What this looks like in Spring 2

- Character description posters
- Writing short sentences
- Reading simple sentences
- Spotting common exception words and digraphs

## Core texts

Jack and the beanstalk  
'Supertato' by Sue Hendra  
'Jasper's Beanstalk' by Mick Inkpen

## Key Vocabulary

- Complete set 2 sounds
- Red Words
- Text related vocabulary
- Label, poster

## Enrichment Opportunities

# Reception - Literacy – Summer 1

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## Goals

I read and understand simple sentences  
I write sentences in ways which match my phonic knowledge.  
I make up and record my own stories  
I use new vocabulary during role play

## Development Matters

- Read individual letters by saying the sounds for them.
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- Write short sentences with words with known letter– sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## What this looks like in Summer 1

## Activities/Resources

## Key Vocabulary

## Enrichment Opportunities

## Core texts

## Topics covered

# Reception - Literacy – Summer 2

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- Write short sentences with words with known letter– sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## What this looks like in Summer 2

- Transition booklets for Year One teachers

## Core texts

## Key Vocabulary

## Goals

- I read and understand simple sentences
- I write sentences in ways which match my phonic knowledge
- I make up and record my own stories
- I use new vocabulary during role play

## Enrichment Opportunities

# Reception - Mathematics- Autumn 1

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.

**ELG: Number** Children at the expected level of development will: - 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** Children at the expected level of development will: - 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.

## Core texts

'Ten little Dinosaurs' by Mike Brownlow  
'Handa's Hen' by Eileen Browne  
'Ten Red Apples' by Pat Hutchins

## Development Matters

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

## Goals

I am beginning to recognise numerals 0 - 3.  
I can represent and compare numbers 1, 2 and 3.  
I know ways of making numbers 1, 2 and 3.  
I can compare, match and sort objects.  
I am beginning to compare objects by size, mass and capacity.  
I am beginning to explore pattern.  
I am beginning to identify a pair.

## What this looks like in Autumn 1

- Baseline Assessment
- Number songs and rhymes
- Whole body counting
- Model 'Good counting'
- Opportunities to see, count and recite numbers
- Opportunities to match quantities and numerals
- Opportunities to Subitise
- Introduction to Mathematic resources available to play with in class
- Reveal 0-3 numerals on class Math display
- Introduce board games in class
- Drawing pictures to represent numbers to 3
- Matching identical pairs
- Sorting groups of objects by different criteria
- Composition of numbers to 3
- Compare objects by size, mass and capacity.

## Key Vocabulary

- Number
- Count
- One, two, three,
- Match
- Sort
- Same
- Different

## Enrichment opportunities and key dates

- Introduction of Library sessions
- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week
- DT Day
- Family Stories
- FOSS Family Supper

# Reception - Mathematics- Autumn 2

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## Core texts

'Ten in the bed' by Penny Dale  
'Ten play hide and seek' by Penny Die  
'Mouse Shape' by Ellen Stoll

## Development Matters

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

## Goals

I can represent and compare numbers to 10.  
I know ways of making numbers to 5.  
I can name some 2D shapes.  
I am beginning to use some positional language.  
I know one more and one less to 10.  
I am beginning to talk about and record time.

## What this looks like in Autumn 2

- Number songs and rhymes
- Whole body counting
- Lots of opportunities to see numbers and count in the continuous provision
- Opportunities to pair quantities and numerals
- Identifying shapes
- Use shapes to create pictures
- One more/one less games
- Opportunities to subitise

## Key Vocabulary

- Number
- Counting,
- One, two, three, four, five, six, seven, eight, nine, ten
- Square, triangle, circle, rectangle, side, corner
- Under, over, next to, behind, between, in front of

## Enrichment opportunities and key dates

- DT Day
- Nativity
- Class trip to Lyric Theatre to see 'Father Christmas'
- Christmas Church Service
- Parliament Week

# Reception - Mathematics- Spring 1

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## Core texts

'Who sank the boat' by Pamela Allen  
'Mr Gumpy's Outing' by John Birmingham  
'How many legs' by Kes Gray

## Development Matters

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
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- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

## Goals

I am beginning to represent and compare numbers 6,7, 8, 9 and 10.  
I know the ways of making numbers to 10.  
I can compare the mass of objects and the capacity of objects.

## What this looks like in Spring 1

- Number songs and rhymes
- Whole body counting
- Lots of opportunities to see numbers and count in the continuous provision
- Opportunities to pair quantities and numerals
- Identifying shapes
- Use shapes to create pictures
- One more/one less games
- Opportunities to subitise

## Key Vocabulary

- Number bonds
- Add, addition, equals, all together
- Full, empty, half full, half empty, nearly full, nearly empty
- Heaviest, lightest, heavy, light, heavier, lighter
- One, two, three, four, five

# Reception - Mathematics- Spring 2

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## Development Matters

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
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- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- **Continue, copy and create repeating patterns.**
- **Compare length, weight and capacity.**

## What this looks like in Spring 2

## Key Vocabulary

- Identical Pair
- Match
- Sort
- Long, short, longest, shortest, longer, shorter, tall, taller, tallest
- Morning, Mid-day, Lunch time, afternoon, timetable, after school, evening, nighttime, before, after
- Cube, cuboid, sphere, cylinder, pyramid, Prism, cone, edge, face
- Repeat

## Core texts

'The snail and the whale' by Julia Donaldson  
'Pete's Buttons' by Eric Litwin

## Goals

I can identify a matching pair.  
I can combine two quantities.  
I am able to talk about and compare the length and height of objects.  
I am able to record and talk about time.  
I am beginning to recognise and talk about 3D shapes.  
I can continue and create my own repeating pattern .

# Reception - Mathematics- Summer 1

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- Continue, copy and create repeating patterns.
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## What this looks like in Summer 1

## Core texts

'Which one doesn't belong' by Christopher Danielson  
'Tangram Cat' by Rinck Manranke  
'One is a snail, ten is a crab' by April Pulley Sayre  
'How big is a million?' By Anna Milbourne

## Goals

I can count beyond 10.  
I am beginning to recognise patterns in numbers beyond 10.  
I can add and subtract within 10.  
I can make shape pictures and play simple matching games.  
I can complete an age-appropriate jigsaw puzzle.

## Key Vocabulary

- 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
- Match, rotate
- Add, subtract, all-together, plus, equals,

# Reception - Mathematics- Summer 2

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- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

## What this looks like in Summer 2

## Core texts

'Double Dave' by Sue Hendra  
'Bean Thirteen' by Matthew McElligot  
'The Doorbell Rang' by Pat Hutching  
'Divide and ride' by Stewart Murphy

## Goals

I can double quantities to 5.  
I can share and group quantities.  
I can identify some even and odd numbers.  
I can compose and decompose shapes.

## Key Vocabulary

- Double
- Odd, even, share, group, equal group, divide
- Build, construct, on top of, next to, between

## Enrichment Opportunities

# Reception - Understanding the World – Autumn 1 – All about me

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.

**ELG: Past and Present** Children at the expected level of development will: - **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

Children at the expected level of development will: - 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** Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Development Matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
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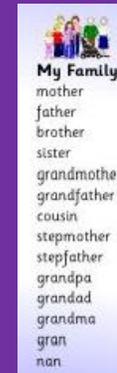
## Goals

I can talk about and describe my family and people who are familiar to me.  
I am beginning to know and talk about the lives of others and identify some similarities and differences.

## What this looks like in Autumn 1

- Painting self portraits, then identifying and discussing similarities and difference with our peers
- Sharing family trees and family portraits
- Sharing experiences from home

## Key Vocabulary



## Core texts

'The Great Big Book of Book of Families'  
by Mary Hoffman  
'Little people, big dreams: Rosa Parks'

## Enrichment opportunities and key dates

- Introduction of Library sessions
- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week
- DT Day
- Family Stories
- FOSS Family Supper

# Reception - Understanding the World – Autumn 2 - Celebrations

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.

**ELG: Past and Present** Children at the expected level of development will: - 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** Children at the expected level of development will: - 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.

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## Development Matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

## Goals

I know about different celebrations and I can talk about celebrations that are important to me.

I am able to use my senses to explore the world around me and can talk about the changes I can see.

## What this looks like in Autumn 2

- Learning about the seasons in the UK
- Opportunities to explore and identify changes in the outside environment
- Opportunities to identify similarities from a variety of environments e.g. city, country,
- Exploring different celebrations

## Core texts

'Leaf Man' by Lois Ehlert  
'The Nativity Play' by Nick Butterworth and Mick Inkpen

## Enrichment opportunities and key dates

- DT Day
- Nativity
- Class trip to Lyric Theatre to see 'Father Christmas'
- Christmas Church Service
- Parliament Week

## Key Vocabulary

AUTUMN KEY VOCABULARY	TREE TYPES	COLORS
autumn acorn branch conker fir cone harvest habitat leaf leaves season senses tree	evergreen deciduous	yellow mustard red crimson orange amber brown bronze green emerald
	DESCRIBING WORDS	
	colourful crisp crunchy falling golden gusty rustling swirling	



# Reception - Understanding the World – Spring 1 – Polar Lands

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.

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## Development Matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

## Goals

I know that some environments are different to where I live.  
I know some similarities and differences between life in the UK and life in other countries.

## What this looks like in Spring 1

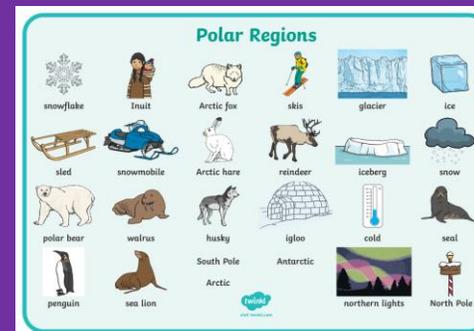
- Arctic and Antarctica and a contrasting land
- Freezing and melting
- Recycling and conservation

## Core texts

'Lost and Found' by Oliver Jeffers  
'Little people, big dreams: Ernest Shackleton'

## Key Vocabulary

Solid  
Liquid  
Melt  
Freeze  
Heat  
Change



## Enrichment opportunities and key dates

Life Bus  
Spring Term trip TBC  
Virtual trip to the Recycling Centre  
RSPB Big Bird Count

# Reception - Understanding the World – Spring 2 - Planting and growing

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.

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## ELG: People, Culture and Communities

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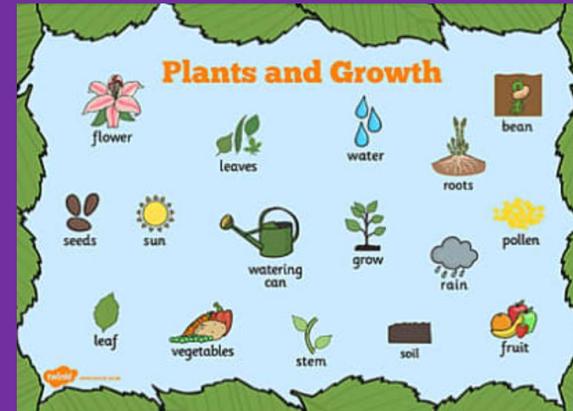
## Development Matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
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- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

## Goals

I can use my senses to explore the changes in the world around me.  
I can talk about changes that I observe.

## Key Vocabulary



## Core texts

'Jasper's Beanstalk' by Nick Butterworth and Mick Inkpen

## What this looks like in Spring 2

- Planting and growing broad beans and sunflowers seeds
- Healthy eating
- Easter

## Enrichment opportunities and key dates

World Book Day 3.3.22  
Arts Week  
Easter Bonnet Parade  
Easter Church Service  
FOSS Mum's Breakfast

# Reception - Understanding the World – Summer 1 – Growing and changing

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.

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## Development Matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
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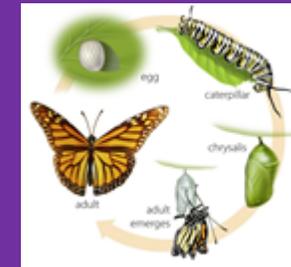
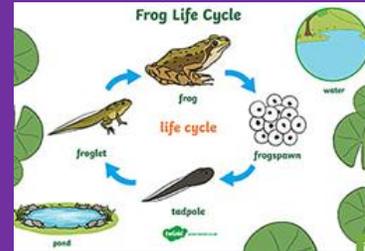
## Goals

I can observe and talk about the lifecycles and habitats of some animals found in the UK.

## What this looks like in Summer 1

Learning about the lifecycles of butterflies and frogs.  
Identifying minibeasts in the EYFS garden.  
Earth Day 2022

## Key Vocabulary



## Core texts

'Tad' by Benji Davies  
'Caterpillars and Butterflies' by Vivien French  
'Little people, big dreams: David Attenborough'

## Enrichment opportunities and key dates

DT Day

# Reception - Understanding the World – Summer 2 – Fascinating people

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## ELG: People, Culture and Communities

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## Development Matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

## Goals

- I can discuss the occupations of key people from my community.
- I can draw maps of familiar places.
- I know about people from the past and can talk about how life was different.

## What this looks like in Summer 2

- Exploring the various occupations in our community
- Learning about key people from the past and making comparisons to life now.
- Drawing maps

## Key Vocabulary



## Core texts

- 'A superhero like you' by Doctor Ranj
- 'Little people, big dreams: Amelia Earhart'

## Enrichment opportunities and key dates

- Visits from Dentist and people from other familiar occupations
- Time Travellers Day 10.6.22
- Sports Day
- FOSS Dads Breakfast
- Whole School Production
- Transition to Year 1 day

# Reception - Expressive Arts and Design – Autumn 1

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.

**ELG: Creating with Materials** Children at the expected level of development will: 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** Children at the expected level of development will: - 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.

## Key Vocabulary

Self portraits  
Primary colours  
Colour mixing  
Colour wheels



## Development Matters

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
  - Listen attentively, move to and talk about music, expressing their feelings and responses.
  - Watch and talk about dance and performance art, expressing their feelings and responses.
  - Sing in a group or on their own, increasingly matching the pitch and following the melody.
  - Develop storylines in their pretend play.
  - Explore and engage in music making and dance, performing solo or in groups.

## Goals

I can safely use and explore the materials and tools in the classroom.  
I am beginning to experiment with colour.

## What this looks like in Autumn 1

- Baseline assessment
- Role play
- Self portraits
- Colour mixing
- Using the scissors
- Autumn themed songs, rhymes and poetry
- Traditional nursery rhymes and traditional stories
  - Introduction of weekly Music lessons
  - Introduce the creative resources and tools available in class
  - Expose children daily to different types of music during soft start and after lunch
  - Learn and perform songs, rhymes, poems and stories
  - Share and discuss creative work
  - EAD focus afternoons twice a week – planning, making and amending creations
  - Whole school D&T Day - Puppets
  - Role play and retelling of traditional stories using a variety of props
  - Opportunities to respond to and express themselves to music

## Topics covered

- All about me
- Colour mixing using primary colours

## Enrichment opportunities and key dates

- Introduction of Library sessions
- Harvest Festival
- Hispanic day
- Black Voices Week
- DT Day
- FOSS Family Supper

## Core texts/Artists

- Pablo Picasso portraits
- 'Mouse Paint' by Ellen Stoll Walsh

# Reception - Expressive Arts and Design – Autumn 2

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.

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**ELG: Being Imaginative and Expressive** Children at the expected level of development will: - 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.

## Key Vocabulary

Collage  
Texture  
Colour  
Shape  
Celebration  
Nativity

## Goals

I can explore, use and refine a variety of artistic techniques including collage.  
I talk about familiar stories.  
I can sing and perform with others.

## Development Matters

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
  - Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
  - Explore and engage in music making and dance, performing solo or in groups.

## Topics covered

- Celebrations: Diwali, Bonfire Night, Birthdays, Christmas
- Collage
- Nativity

## What this looks like in Autumn 2

- Baseline assessment
- Role play
- Self portraits
- Colour mixing
- Using the scissors
- Autumn themed songs, rhymes and poetry
- Traditional nursery rhymes and traditional stories
  - § Continue weekly Music lessons
  - § Introduce different collaging techniques
  - § Expose children daily to different types of music
  - § Learn and perform songs, rhymes, poems and stories
  - § Share and discuss creative work
  - § EAD focus afternoons twice a week – planning, making and amending creations
  - § Whole school D&T Day
  - § Role play and retelling of stories using a variety of props
  - § Opportunities to respond to and express themselves to music

## Core texts/Artists

Kanginsky – Concentric circles

## Enrichment opportunities and key dates

- DT Day
- Nativity
- Class trip to Lyric Theatre to see 'Father Christmas'
- Christmas Church Service
- Parliament Week

# Reception - Expressive Arts and Design – Spring 1

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**ELG: Being Imaginative and Expressive** Children at the expected level of development will: - 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.

## Goals

I can sing a variety of nursery rhymes and songs.

I play cooperatively in a group to act out a narrative.

I use a variety of artistic effects to express ideas effectively.

## Development Matters

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
  - Listen attentively, move to and talk about music, expressing their feelings and responses.
  - Watch and talk about dance and performance art, expressing their feelings and responses.
  - Sing in a group or on their own, increasingly matching the pitch and following the melody.
  - Develop storylines in their pretend play.
  - Explore and engage in music making and dance, performing solo or in groups.

## Topics covered

Polar regions

## What this looks like in Spring 1

- § Children will use recorded videos on ipads to learn how to draw animals found in the polar regions.

## Core texts/Artists

## Key Vocabulary

## Enrichment Opportunities

# Reception - Expressive Arts and Design – Spring 2

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.

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## Key Vocabulary

Primary colours  
Colour mixing  
Colour wheels  
Complimentary colours

## Goals

I explore, use and refine a variety of artistic techniques.  
I share my creations explaining the process I used.  
I play cooperatively as a group to act out a narrative using props.

## Development Matters

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

## Topics covered

Celebrating Spring  
Complimentary colours

## What this looks like in Spring 2

- § Opportunities to role play familiar stories using props the children have made e.g. Supertato
- § Opportunities to draw, paint, collage and build plants they have observed growing and blooming.

## Activities/Resources

Collage, paint, build and draw still life flowers, plants and animals.  
Make props such as characters from the Supertato books to use as props in role play.

## Enrichment Opportunities

## Core texts/Artists

- 'Vincent Van Gogh, 'Sunflowers'
- Claude Monet, 'Water Lilies'



# Reception - Expressive Arts and Design – Summer 1

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.

**ELG: Creating with Materials** Children at the expected level of development will: - 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** Children at the expected level of development will: - 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.**

## Development Matters

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
  - Listen attentively, move to and talk about music, expressing their feelings and responses.
  - Watch and talk about dance and performance art, expressing their feelings and responses.
  - **Sing in a group or on their own, increasingly matching the pitch and following the melody.**
  - Develop storylines in their pretend play.
  - **Explore and engage in music making and dance, performing solo or in groups.**

**What this looks like in Summer 1  
Junk modelling?**

**Activities/Resources**

**Key Vocabulary**

## Goals

I can represent my ideas in original ways.  
I think about how best to achieve a planned goal.

**Topics covered**

**Core texts/Artists**

**Enrichment Opportunities**

# Reception - Expressive Arts and Design – Summer 2

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.

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- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- **Sing in a group or on their own, increasingly matching the pitch and following the melody.**
- **Develop storylines in their pretend play.**
- **Explore and engage in music making and dance, performing solo or in groups.**

## What this looks like in Summer 2

Class and whole school rehearsals  
Rehearse songs and dances for Class Assembly and Summer Show

## Activities/Resources

## Key Vocabulary

### Goals

I can sing, dance and act out a narrative as part of a group for our Class Assembly and Summer performance.

## Topics covered

## Core texts/Artists

## Enrichment Opportunities

# Reception - Religious Education – Autumn 1

## Who made the wonderful world and why?

ELG and Development Matters Links to C&L, PSED, Literacy, UTW and EAD

## What this looks like in Autumn 1

### What This Unit Teaches:

- Concepts of valuable and precious;
- What Christians believe about creation;
- The Bible;
- The natural world;
- Each individual is unique and precious;
- Thankfulness;
- The Church;
- Harvest Festival;
- Sharing the gifts of creation.

### Beliefs, teachings, sources of wisdom and authority:

- I can talk about the creation story (Exp)
- I can remember the creation story and talk about it (Exceeding)
  - **Questions of values and commitments**
- I can say what is special/precious to me (Exp)
  - I can talk about what is special to me and others (Exceeding) rating.

## Key Vocabulary

- Valuable, special, precious, treasured, unique, Christian, God, Creator, Bible, beginning, Creation, natural, nature, World, wonderful, beauty, detail, look after, human beings, care, love, thankfulness, celebration, church, Harvest, Harvest Festival, share.

## Topics covered

- What Christians believe about Creation
- Harvest, Thanksgiving, sharing and caring
- Christian living, and places of worship
- The Bible, Growth

## Core texts

The Beginners Bible', The Very Worried Sparrow" by Meryl Doney,, The Children Bible

## Enrichment Opportunities

- Visit to church
- Harvest Festival
- Discussion of various families, traditions and faiths
- Families share stories
- Harvest Festival
- Family supper

# Reception - Religious Education – Autumn 2

## Why is Christmas Special for Christians?

ELG and Development Matters Links to C&L, PSED, Literacy, UTW and EAD

## What this looks like in Autumn 2

### What This Unit Teaches:

- The story of Jesus' birth
- The emotions of the characters in the Christmas story
- Preparing for Christmas
- Christmas is a special time for Christians and why: God came to earth in human form, as Jesus
- Jesus' birth brings a message of joy, peace and good news

## Beliefs, teachings, sources of wisdom and authority:

- I can talk about the Christmas story. (Exp)
- I can remember the Christmas story and can talk about it. (Exceeding)

## Questions of purpose, meaning and truth:

- I can talk about how other people may feel. (Exp)
- I can talk about important occasions for me. (Exceeding)

## Key Vocabulary

- Christian, special, Jesus, Mary, Joseph, Angel Gabriel, innkeeper, shepherds, manger, special baby, Bible, Advent, wreath, candle, altar cloth, Christmas, good news, joy, peace, human.

## Topics covered

- What Christians believe about Creation
- Harvest, Thanksgiving, sharing and caring
- Christian living, and places of worship
- The Bible, Growth

## Core texts

The Beginners Bible', The Children Bible

## Enrichment Opportunities

- Visit to church
- Nativity

# Reception - Religious Education – Spring 1

## Who cares for this special world?

ELG and Development Matters Links to C&L, PSED, Literacy, UTW and EAD

## Key Vocabulary

Christian, creation, service, community, church, world, God, creator.

## What this looks like in Autumn 2

- That Christians believe God created the world and wants it to be kept special
- That Christians believe we are stewards of it while we are alive on Earth, and therefore need to look after the world and everything living in it
- How everyone can help care for different aspects of our world

## Beliefs, teachings, sources of wisdom and authority:

- I can talk about the parables of the Talents and the Good Samaritan.
- I can remember the story of creation and the parables of the Talents and the Good Samaritan and can talk about them. (Exceeding)

## Questions of values and commitments:

- I can say why Christians think it is important to care for God's special world. (Exp)
- I can say why I think it is important to care for God's special world and give examples of what I do to care for the world. (Exceeding)

## Topics covered

- Awe and wonder of the world in which we live; belonging to a local and global community, caring for insects / animals, caring for all sorts of people, teaching how to look after and value the world and the people living in it. How different faith communities take care of the world and the people in it.

## Core texts

Wonderful Earth' – Nick Butterworth  
Who put the colours in the rainbow?' video:  
<https://www.youtube.com/watch?v=I9GsKFlaRo0>

Story of the Good Samaritan

## Enrichment Opportunities

# Reception - Religious Education – Spring 2

## What is so special about Easter?

ELG and Development Matters Links to C&L, PSED, Literacy, UTW and EAD

## What this looks like in Autumn 2

### What This Unit Teaches:

- The events of Holy Week, as celebrated by Christians
- That Christians believe Jesus died on a cross to show God's love to the world, and that because of Jesus, everyone can be forgiven for their 'sins'
- That Christians believe Jesus rose from the dead
- Beginning to recognise the importance of bread and wine for Christians
- How Christians remember what happened at Easter and how they celebrate the festival of Easter

### •Beliefs, teachings, sources of wisdom and authority:

- I can talk about the Easter story. (Exp)
- I can remember the Easter story and can talk about it. (Exceeding)
- Questions of purpose, meaning and truth:
- I can say what makes me sad and happy. (Exp)
- I can talk about important occasions for me. (Exceeding)

## Key Vocabulary

- Christian, Easter, Palm Sunday, disciple, Last Supper, Garden of Gethsemane, cross, prayer, risen, tomb, festival, celebrate

## Topics covered

- Understanding how people celebrate and remember things that are important to them.
- Beginning to understand ways people show love to each other, and the importance of having friends. The importance of saying sorry for the things we have done wrong, and repairing relationships – with each other, and with God.

## Core texts

The Beginners Bible', The Children Bible

## Enrichment Opportunities

# Reception - Religious Education – Summer 1

## Why do Christians believe Jesus is so special

ELG and Development Matters Links to C&L, PSED, Literacy, UTW and EAD

## What this looks like in Autumn 2

### What This Unit Teaches:

- Christians believe that Jesus: loves everyone; is God's son; was God born as a human, (Incarnation;) works miracles including healing people and teaches people to love others.

### Possible further extensions

#### Beliefs, teachings, sources of wisdom and authority:

- I can talk about events at the temple and the miracle of the feeding of the 5000 and the paralysed man. (Exp)
- I can remember the events at the temple and the miracle of the feeding of the 5000 and the paralysed man and can talk about them. (Exceeding)

#### Questions of values and commitments:

- I can say why Christians believe they are special to Jesus and what makes me special. (Exp)
- I can say how I show love to other people and how Christians show their love for other people (Exceeding)

## Key Vocabulary

Special, Jesus, miracle, Christian, heal, Bible, temple, commandment, Son of God, human, incarnation.

## Topics covered

- Reflection and reflective qualities. Examining the right and wrong of people within Bible stories and how people react to different events. Pupils have an understanding of sharing ideas and discussing issues in a safe and conducive environment. The appreciation of music and art within the context of Christian stories.

## Core texts

The Beginners Bible', The Children Bible  
Godly Play  
The Lost Sheep

## Enrichment Opportunities

# Reception - Religious Education – Summer 2

## Unit 2: How did Jesus rescue people?

ELG and Development Matters Links to C&L, PSED, Literacy, UTW and EAD

### What this looks like in Autumn 2

#### What This Unit Teaches:

- This unit explores six Bible stories which demonstrate the Christian belief that Jesus came to save (or 'rescue') people and give them life in all its fullness.

### Beliefs, teachings, sources of wisdom and authority:

- I can talk about the key stories listed above. (Exp)
- I can remember the key stories and talk about them (Exceeding)
- **Questions of meaning, purpose and truth**
- I can describe how I feel when I help someone. (Exp)
  - I can talk about things that have happened to me that made me happy or sad. (Exceeding)

### Key Vocabulary

- Disciples
- Healing
- Centurion
- Leper
- Tax Collector
- Save/saviour miracle.

### Topics covered

- Reflecting on and exploring emotions and what we need to help us.
- Thinking about people who are: sick, blind, hungry, sad, alone and afraid and what we can do to help.
- Links with projects locally and around the world which support people who are hungry. Thinking about people who help us eg doctors, firefighters, lifeboats

### Core texts

The Beginners Bible', The Children Bible 'Dogger' (Shirley Hughes) or 'Lost and Found' (Oliver Jeffers)

### Enrichment Opportunities