

# Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b> NB: <i>These themes may be adapted at various times to allow for children's interests to be followed through the provision.</i>	<b>Me and my Community!</b>  Starting school/my new class Human body My family What am I good at? Being kind How do I feel? How have I changed? My school environment.	<b>Let's Celebrate!</b>  How different festivals and occasions are celebrated. Light and dark Hibernation Winter	<b>Our amazing world</b>  Looking at different countries around the world and comparing with our immediate environment. Animals and habitats	<b>Come Outside!</b>  Plants and flowers Life cycles Weather/seasons Down on the farm Planting seeds Healthy Eating	<b>Long ago and far away</b>  Library visit Theatre visit Characters Story settings	<b>Are we nearly there yet?</b>  Around the town How do I get there? Where in the world have you been? Where do we live? Vehicles past and present. Holidays
<b>Key Texts</b>	<b>Fiction texts</b> My Mum and Dad make me Laugh Funnybones The Colour Monster The Lion Inside Titch I like me <b>Non-fiction texts</b> The Big Book of Families	<b>Fiction texts</b> The Three Little Pigs  <b>Other possible fiction texts</b> Rama and Sita Where the Poppies Now Grow The Little Red Hen One Snowy Night Splat Zoe's Christmas List Kipper's birthday <b>Non-fiction text</b> Autumn Bonfire Night Christmas	<b>Fiction texts</b> Let's all creep through crocodile creek by Jonny Lambert  <b>Non-fiction text</b> Antarctica Antarctic animals Africa African animals Chinese New Year	<b>Fiction texts</b> The Pirates are Coming!  <b>Other possible fiction texts</b> The Very Hungry Caterpillar Oliver's Vegetables Oliver's Fruit Salad The Rabbit who found Easter Mr. Wolf's Pancakes The Tiny Seed  <b>Non-fiction texts</b> From caterpillar to butterfly Easter	<b>Fiction texts</b> Gigantosaurus – Johnny Duddle  <b>Other possible fiction texts</b> Harry and his bucketful of dinosaurs Mad about dinosaurs Tom and the Island of Dinosaurs  <b>Non-fiction texts</b> Dinosaurs	<b>Fiction Text</b> The See Saw by Tom Percival  <b>Other possible fiction texts</b> Mr. Gumpy's Motor Car Naughty Bus Who Sunk the Boat The Train Ride Oi! Get off my train. Handa's Surprise  <b>Non-fiction texts</b> Amelia Earheart World Atlas
<b>"Wow" moments</b>	Autumn Trail Harvest	Guy Fawkes/Bonfire Night Birthdays Diwali	Exotic zoo	Planting seeds Visit to the Farm Mother's Day 27 <sup>th</sup> March Easter	Story telling week Visit to the Library/Booka Author/illustrator visit	Road Safety Father's Day Map work Train Ride (Oswestry)

		Remembrance Day Children in Need Christmas/Nativity Firefighter visit Anti-bullying week		World Book Day 3 <sup>rd</sup> /4 <sup>th</sup> March Walk to the park Pancake Day 1 <sup>st</sup> March Drawing maps Red Nose Day 18 <sup>th</sup> March Weight and Height 8 <sup>th</sup> March		
	Autumn 1  Me and my community!	Autumn 2  Let's Celebrate	Spring 1  Our amazing world	Spring 2  Come outside!	Summer 1  Long ago and far away	Summer 2  Are we nearly there yet?
Characteristics of effective learning	<p><b>Playing and Exploring</b> – Children investigate and experience things, and 'have a go'. Children who actively participate in their play develop a larger store of information to draw on which supports their learning.</p> <p><b>Active learning</b> – Children concentrate and keep on trying if they encounter difficulties. They enjoy their achievements. For children to develop into self-regulating, lifelong learners they need to take ownership, accept challenge and learn persistence.</p> <p><b>Creating and thinking critically</b> – Children have and develop their own ideas, make links between their ideas, and develop strategies for doing things.</p>					
Overarching principles	<p><b>Unique child:</b> Every child is unique, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p><b>Positive relationships:</b> Children learn to be strong and independent through positive relationships.</p> <p><b>Enabling environments:</b> Children learn and develop well in an enabling environment with teaching and support from adults, who respond to their individual needs and interests and help them to build on their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p><b>Learning and development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					
Seven features of effective practice  Development matters 2020	<p><b>1. The best for every child</b></p> <p>All children deserve to have an equal chance of success. High quality early education is good for all children. It is especially important for children from disadvantaged backgrounds. When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to narrow the gap. Children who have lived through difficult experiences can begin to grow stronger when they experience high quality education and care. High-quality education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so that they can progress well in their learning.</p>					

## 2, High-quality care

The child's experience must always be central to the thinking of every practitioner. Babies, toddlers and young children thrive when they are loved and well cared for. High-quality care is consistent. Every practitioner needs to enjoy spending time with young children. Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure. Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated. Practitioners know that starting school, and all the other transitions in the early years, are big steps for children.

### 3. The curriculum: what we want children to learn

The curriculum is a top-level plan of everything the early years setting wants the children to learn. Planning to help every child to develop their language is vital. The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time. Young children's learning is often driven by their interests. Plans need to be flexible. Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line. Depth in early learning is more important than covering lots of things in a superficial way.

### 4. Pedagogy

Children are powerful learners. Every child can make progress in their learning, with the right help. Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning. Children in the early years also learn through group work, when practitioners guide their learning. Older children need more of the guided learning. A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

### 5, Assessment: Checking what children have learnt.

Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children know and be able to do. Accurate assessment can highlight whether a child has a special educational need and needs extra help. Before assessing children, it's a good idea to think about whether the assessments will be useful. Assessment should not take practitioners away from children for long periods of time.

### 6. Self-regulation and executive function

Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- regulate their behaviour
- plan what to do next

These abilities contribute to the child's growing ability to self-regulate:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

Language development is central to self-regulation. Children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

## **7. Partnership with parents**

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. This includes listening regularly to parents and giving parents clear information about their children's progress. The help that parents give their children at home has a very significant impact on their learning. Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those need it most. It is important to encourage all parents to chat, play and read with their children.

	Autumn 1 Me and my community!	Autumn 2 Let's Celebrate	Spring 1 Our amazing world	Spring 2 Come outside!	Summer 1 Long ago and Far away	Summer 2 Are we nearly there yet?
<b>Communication and Language</b>	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 learning 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 more comfortable using a rich range of vocabulary and language structures.					
<i>Communication and language is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE times, stories, singing, speech and language interventions.</i>  <i>Daily story time</i>	Settling in activities. Making friends. Children talking about experiences that are familiar to them. Talking about themselves – what they like/dislike, who is in their family, what they are good at. Rhyming and alliteration. Model talk routines through the day, e.g. "Good morning, how are you?"	Develop vocabulary and use new vocabulary throughout the day. Retell stories. Exploring story language. Listening and responding to stories. Following instructions. Taking part in small group or class discussions. Understand how to listen carefully and why listening is important. Use books that will develop vocabulary.	Model using language well. Children ask and understand how and why questions. Retell stories using story language. Ask questions to find out more and to check understanding of what has been said to them. Describe events in detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Describe events in detail – time connectives Continue to develop listening skills. Develop sustained focus whilst listening to a story.	Sharing news. Read familiar books and retell stories to use story language and develop vocabulary.	Sharing news. Read and share books that will extend children's knowledge of the world and illustrate a current topic. Use books containing photographs and pictures.

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<b>Personal, social and emotional development</b>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and it 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 managing personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					

<p><i>PSED is not specifically planned for across the year. The EYFS principles underpin daily classroom practice which ensures all elements of developing PSED are covered.</i></p> <p><i>Observations are central to supporting children in making relationships, developing self-confidence and having an awareness of and managing feelings and behaviour.</i></p>	<p>Following class routines and rules. Building relationships with adults and peers. Learning about emotions. How to use the learning environment. Discuss why we tidy up after ourselves. Washing hands. Looking after our belongings. Asking for help.</p>	<p>Taking turns and sharing. Building independence in accessing the learning environment. Looking after resources. Understanding our own and others' feelings. Being kind – kind words, kind hands, kind feet. Dressing and undressing independently.</p>	<p>Confident to talk about what they are interested in and share views and ideas. Show confidence with new activities</p>	<p>Healthy eating. Working as a group. Understanding the consequences of their own and others' behaviour.</p>	<p>Persists to achieve own goals. Managing conflict successfully with appropriate behaviour. Listen and take account of others' ideas. Know right from wrong.</p>	<p>Learning how to stay safe (road safety, sun safety, water safety). Confident to talk to the whole class. Managing feelings appropriately and effectively.</p>
Physical development	Autumn 1  Me and my community!	Autumn 2  Let's Celebrate	Spring 1  Our amazing world	Spring 2  Come outside!	Summer 1  Long ago and Far away	Summer 2  Are we nearly there yet?
Daily opportunities for fine and gross motor activities.	Physical development 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 coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					

Gross motor	Cooperation games, e.g. parachute games Climbing – outdoor equipment and Adventure playground Different ways of moving	Ball skills – throwing and catching Crates play Skipping ropes in outdoor area Pushing, pulling, riding, balancing on wheeled toys	Ball skills – aiming, dribbling, pushing, throwing and catching, patting or kicking	Team games Following instructions	Water play outdoors with large containers, trugs, buckets etc.	Obstacle activities Races and team games
Fine motor <i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i>	Threading, cutting, playdough, fine motor activities. Draw lines and circles using gross motor movements. Hold pencil/paintbrush beyond whole hand grasp. Pencil grip.	Threading, cutting, playdough, fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Oxford Owl handwriting	Threading, cutting, playdough, fine motor activities. Begin to form letters correctly Oxford Owl handwriting. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely	Threading, cutting, playdough, fine motor activities. Hold pencil effectively with comfortable grip. Form recognisable letters most correctly formed. Oxford Owl handwriting.	Threading, cutting, playdough, fine motor activities. Develop pencil grip and letter formation Continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line with scissors. Oxford Owl handwriting.	Threading, cutting, playdough, fine motor activities. Forms letters correctly. Copy a square. Begin to draw diagonal lines. Start to colour inside the lines of a picture. Draw pictures that are recognisable. Build things with smaller linking blocks, e.g. Lego. Oxford Owl handwriting.



Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions. Develop small motor skills so children can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop and refine a range of ball skills, including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, precision and accuracy when engaging in activities that involve a ball.

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Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Comprehension	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains.	Engage in conversation and can answer questions when reading wordless fiction books and non-fiction books. Respond to 'who', 'where', 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own experiences.	Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books.	Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, non-fiction, poetry). Play influenced by experience of books – gestures and actions used to act out a story, event or rhyme from text or illustrations. Innovate a well-known story with support.	Play influenced by experiences of books – act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in the text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v. evil

Word reading	Letters and sounds – Phase 1 Reading – initial sounds, rhyming, alliteration, oral blending and segmenting,	Letters and sounds – Phase 2 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 a few common exception words matched to Letters and Sounds Phase 2.	Letters and Sounds Phase 3 Read individual letters, and some letter groups that represent one sound by saying the sound for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to Letters and Sounds Phase 2 and 3.	Letters and Sounds Phase 3 Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up to words with known letter-sound correspondences and, where necessary, some common exception words.	Letters and Sounds Phase 4 Read some letter groups that each represent one sound and say sounds for them. Read words with adjacent consonant blends. Read simple phrases and sentences made up to words with known letter-sound correspondences and, where necessary, some common exception words. Read some tricky words from Phase 4.	Letters and sounds consolidation and all Phase 4 tricky words.
	Children to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					

<p><b>Writing</b></p> <p>Emergent writing</p> <p>Composition</p> <p>Spelling</p> <p>Handwriting</p>	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour, e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Writes letters and strings, sometimes in clusters, like words.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds they can hear.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p>	<p><b>Emergent writing:</b> Builds words using letter sounds in writing.</p> <p><b>Composition:</b> Use talk to organise and describe events and experiences. Begin to write a simple sentence with support.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and 3 graphemes. Spell some tricky words e.g. the, to, no, go, I, into independently.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences with words with known letter sound correspondences using a capital letter and a full stop.</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions).</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words, e.g. using Phase 4 CCVCC.</p>
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	<p><b>Handwriting:</b> Knows that print carries meaning and in English, read from left to right and top to bottom. Draw lines and circles.</p>	<p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters.</p>	<p><b>Handwriting:</b> Form most lowercase letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p><b>Handwriting:</b> Spell Phase 3 tricky words, e.g. me, he, she, we, be, my, they, her, all, you, was, are independently.  Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
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<b>Mathematics</b>	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 pebble and ten 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.					
Number and numerical patterns. (WRM)	<b>Getting to Know You</b> Baseline and Teacher assessment  <b>Just like me</b> Match and sort Compare Amounts Compare size, mass and capacity Exploring patterns	<b>It's me 1, 2, 3!</b>  Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Circles and triangles Exploring pattern  Light and Dark Representing numbers to 5 One more and one less Shapes with 4 sides Time	<b>Alive in 5</b>  Introducing Zero Comparing numbers to 5 Composition of 5 and 5 Compare mass (2) Compare capacity (2)  <b>Growing 6, 7, 8</b> 6, 7 & 8 Making pairs Combining 2 groups Length and height Time	<b>Building 9 and 10</b>  9 & 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2)  Consolidation	<b>To 20 and beyond</b>  Building numbers beyond 10 Counting patterns beyond 10  Spatial reasoning (1) Match, rotate, manipulate  <b>First, then, now</b> Adding more Taking away  Spatial reasoning (2) Compose and decompose	<b>Find my pattern</b>  Doubling Sharing and Grouping Even and odd  Spatial reasoning (3) Visualise and build  <b>On the move</b> Deepening understanding Patterns and relationships  Spatial reasoning (4-) Mapping

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Understanding the world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Past and Present  People, Cultures and Communities  The Natural World	Talking about family. Commenting on photos of their family; naming who they can see and their relation to them. Talk about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families. Navigate around our classroom and outdoor areas. Completing treasure hunts to find places/objects within the learning environment. Look at changes in the seasons from summer to autumn.  Interact with age-appropriate computer software.	Look at changes in the seasons from autumn to winter. Talk about how they celebrate their birthdays and Christmas. Talk about experiences of Bonfire Night. Explore light and dark. Nocturnal animals Share photographs of how Christmas used to be celebrated in the past.	Explore different countries, e.g. Antarctica, Africa, China and compare them to our local environment and explore how different communities live. Introduce Scott of the Antarctic as the first British Explorer to reach the South Pole.	Trip to the town park (link to looking for signs of Spring). Talk about how we will get there and what we will see on our way. Know that living things live, grow and die. Planting seeds and observing their growth Make observations and drawings of animals and plants.	To understand where dinosaurs are now and begin to understand that they lived a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.	Discuss how they get to school. Introduce the children to a range of transport and talk about how they were different in the past. Use Hilda's Surprise to explore a different country and compare it to our local environment. Talk about how we might get to Africa? Introduce Amelia Earheart as the first woman to fly solo across the Atlantic. Discuss holidays, where children go, how they get there and how the destination is different from here.

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<b>Expressive Arts and Design</b>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Creating with Materials  Being imaginative	Join in with songs. Beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call and response songs so that children can echo phrases of songs you sing.  Self-portraits using a range of media. Taking photographs of their creations and record the children explaining what they did. Family pictures. Autumn leaf printing. Explore sounds and how they can be changed. Tap out simple rhythms.  Provide opportunities to work together to develop and realise creative ideas.	Making diya lamps. Rangoli patterns. Poppy pictures using a range of media. Fireworks pictures and non-stick collage. Making Christmas decorations. Splatter art to create winter scene. Role play parties.	Explore African Art Make observational drawing of animals. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Children will learn how to join materials in different ways, e.g. using different types of glue, sticky tape.	Observational drawings Easter craft activities Vegetable printing. Fruit kebabs. Artwork themed around Eric Carle. Mothers' Day crafts and cards. Collage farm animals. Symmetrical butterflies.	Dinosaur masks. Salt dough fossils. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Children will learn how to join materials in different ways, e.g. using different types of glue, sticky tape.	Junk modelling vehicles. Sand art. Stone pictures. Paper plate jelly fish. Paper aeroplanes. Seaside/under the sea collage.



Early learning goals – for the end of the year – best fit judgment

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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.</p> <p>Makes comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offers explanations for why things might happen.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine motor skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p> <p><b>ELG: Numerical patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being imaginative</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when</p>

<p>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past and present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Explain the rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing and undressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>		<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>their experiences and what has been read in class.</p> <p>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.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawings of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>appropriate – try to move in time with music.</p>
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