

CLASS 1 – RECEPTION

YEAR B		AUTUMN	SPRING	SUMMER
THEME		AWESOME ACHIEVERS	HELPERS AND HEROES	IN THE SPOTLIGHT
EYFS AREAS				
PRIME AREAS	<p>COMMUNICATION AND LANGUAGE: LISTENING, ATTENTION & UNDERSTANDING; SPEAKING</p>	<p>Settling in activities, making friends, daily routines (modelled by an adult e.g. 'Good Morning', story time, lunch time, play time, assemblies, following instructions, sharing facts about ourselves, choosing library books with a buddy and a reading book with an adult).</p>	<p>Using language well to ask 'how' and 'why' questions to familiar adults and visitors to the school or on school trips; retell a story with story language using Talk4writing skills (taught in Literacy sessions); ask questions to find out more and to check they understand what has been said to them throughout the day; describe events in some detail (e.g. what they did at the weekend, Chinese New Year celebrations) using time connectives; listen to and talk about stories to build familiarity and understanding; continue to learn rhymes, poems and songs; understand how to listen carefully and why listening is important; sustained focus when listening to a story; articulate ideas and thoughts into well-formed sentences.</p>	<p>Recapping/talking about what happened - Continue to re-read books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives; opportunities for 'Show and tell' or 'Weekend news'; continue to read aloud books to children that will extend their knowledge of the world and illustrate our current topic (including but not limited to Reading Spine and Curriculum Spine books); select books containing photographs and pictures and show and ask children to describe events in some detail.</p>
	<p>Y1/Y2 SUBJECT LINK: Literacy (including phonics, Guided Reading and Chatter Matters); Topic subjects</p>	<p>Children will take part in simple daily and weekly classroom routines, activities and conversations, and will know how to start a conversation with an adult or friend and continue it for many turns. They will be able to express a point of view, using words as well as actions. They will know how to use talk to organise themselves and their play. Children will be able to listen to longer stories and remember much of what happens and will know and sing a large repertoire of songs, know many rhymes, be able to talk about familiar books and be able to tell a long story. Children will learn and use new vocabulary throughout the day and will understand and know how to respond to 'why' questions.</p>	<p>Children will take part in classroom and school routines, activities and conversations, and will understand how to listen carefully and why listening is important. They will know how to ask questions to find out more and to check they understand what has been said to them and will develop social phrases and know when to use them. Throughout the curriculum, children will learn new vocabulary and in different contexts, and will know how to use this new vocabulary through the day and to articulate their ideas and thoughts in well-formed sentences. Children will know how to connect one idea or action to another using a range of connectives and how to describe events in some detail. They will know how to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Children will know how to engage in story times and listen to and talk about stories to build familiarity and understanding. Using Talk4Writing as a model, they will know how to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Children will know how to listen carefully to rhymes and songs, paying attention to how they sound and continue to learn rhymes, poems and songs. Through the teaching of skills in Guided Reading sessions, children will know how to engage in non-fiction books and listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Building on their learning from the previous two terms, children will know how to 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. They will be able to make appropriate comments about what they have heard and ask questions to clarify their understanding. Children will be able to hold conversations when engaged in back-and-forth exchanges with their teacher and peers and participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. They will be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children will be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

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<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: SELF REGULATION; MANAGING SELF; BUILDING RELATIONSHIPS</p>	<p>Y1/Y2 SUBJECT LINK: PSHE (Coram); PE; Science</p>	<p>Making new friends and relationships with adults, learning how to use the areas of provision, assemblies, circle time, trying new things, story time, buddy time, PE and Forest School (weekly), daily routines – going to the toilet and washing hands/getting ready for snack and lunch and talking about healthy choices within these times; staying safe on the roads when outside of the school building.</p> <p>Children will take part in classroom routines, activities and conversations (including Coram PSHE lessons) and will know how to select and use activities and resources, develop their sense of responsibility and become more outgoing with unfamiliar people. Children will know how to follow rules without needing an adult to remind them and will understand why they are important. Children will know how to talk to others to solve conflict, develop appropriate ways of being assertive and will know how to use words to talk about their feelings, understanding how others might be feeling too. Children will know how to meet their own care needs and make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Asking - ‘What community are we a part of?’ and ‘How can we help others?’; being helpful at home and at school; looking after my special people and animals; respect differences; road safety; fire safety; dental health.</p> <p>Children will take part in classroom routines, activities and conversations (including Coram PSHE lessons) and will know how to see themselves as a valuable individual and build constructive and respectful relationships. They will know how to express their feelings and consider the feelings of others. Children will learn how to develop resilience and perseverance in the face of challenge through the range of activities in continuous provision and through accessing Forest School, PE and Science activities (among others). They will know how to identify and moderate their own feelings socially and emotionally and to think about the perspectives of others. Building on the work in the first term, children will know how to manage their own needs (personal hygiene) and will know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of ‘screen time’ - healthy eating - having a good sleep routine - toothbrushing - being a safe pedestrian.</p>	<p>Self-Regulation/Managing Self/Building Relationships: Working together to care for our environment; personal growth and ways of keeping healthy; the importance of a good night’s sleep; bouncing back when things are challenging – resilience and perseverance; transition – getting ready for Year 1 and meeting new, younger classmates.</p> <p>Children will continue to build on their knowledge from the previous terms and apply this in all areas of school life. They will be able to 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 and give focused attention to what the teacher says, responding appropriately even when engaged in activity. They will also be able to show an ability to follow instructions involving several ideas or actions within group activities as well as on a 1:1 basis. Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge, modelling this to new, younger members of the class on transition days. They will be able to explain the reasons for rules, know right from wrong and try to behave accordingly. Children will continue to manage their own basic hygiene and personal needs. Children will demonstrate that they know how to work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers and show sensitivity to their own and to others’ needs.</p>
<p>PHYSICAL DEVELOPMENT: GROSS MOTOR SKILLS; FINE MOTOR SKILLS</p>	<p>Y1/Y2 SUBJECT LINK: PE (see Class 1 rolling programme for units); Handwriting; Art</p>	<p>Skills are developed through daily provision and adult-led activities. Outdoor area – use of balls, beanbags, large equipment, bikes and scooters, crates and large construction. Fine motor - threading, cutting, malleable area (e.g. playdough) and creative area (e.g. painting, stamping, scrunching), mark making area – pencil grip and pressure on paper; ‘Squiggle while you wiggle’ (pre writing programme); daily action songs linked to other curriculum areas; daily/weekly routines – putting coats on for play and outdoor clothes and wellies for Forest School; daily routines – lining up for assembly, after play, lunch etc; PE lessons – separate teaching of fundamental skills through baseline units.</p>	<p>Skills are developed through daily provision and adult-led activities. Outdoor area and P.E lessons (separate teaching of fundamental skills through EYFS units) - Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. P.E lessons - Dance / moving to music Outdoor areas – Balance, including moving with confidence to spin, rock, tilt, fall, slide and bounce. Use of class library books and other resources to explain the importance of the different aspects of a healthy lifestyle. Threading, cutting, weaving, playdough, handwriting practise – holding pencil effectively and forming letters correctly, handling tools, objects, construction and malleable materials with increasing control. Free drawing – holding pencil effectively, holding small items, button clothing, cutting with scissors.</p>	<p>Skills are developed through daily provision and adult-led activities. Outdoor area and P.E lessons (with KS1 as part of transition) - Obstacle activities children moving over, under, through and around equipment; encourage children to be highly active and get out of breath several times every day; provide opportunities for children to, spin, rock, tilt, fall, slide and bounce; moving to music; races / team games involving gross motor movements; gymnastics / balance. Threading, cutting, weaving, playdough, ‘Fine Motor’ activities; handwriting practise – continue to develop pencil grip and letter formation continually and correctly; copy a square and begin to draw diagonal lines, like in a triangle; start to colour inside the lines of a picture; draw pictures that are recognisable; use one hand consistently for fine motor tasks; cut along a straight line with scissors and start to cut along a curved line, like a circle; build things with smaller linking blocks, such as Lego or Multilink cubes.</p>

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		<p>Children will know how to go up steps or climb up apparatus using alternate feet. They will know how to skip, hop, stand on one leg and hold a pose and they will know how to use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>Children will know how to take part in group activities and will know how to use and remember sequences of patterns and movements. They will know how to match their physical skills to tasks and activities. Children will know which resources to choose to carry out their own plan and will know when to collaborate with others to manage large items. Children will know how to use one-handed tools and equipment (e.g. threading, scissors for cutting), know how to use a comfortable grip with good control when using pens and pencils and will show a preference for a dominant hand. Children will know how to get dressed/undressed independently when putting on coats, doing zips etc. They will know how to use skills to manage the school day such as lining up and queuing and mealtime routines.</p>	<p>Children will know how to revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing and will know how to progress towards a more fluent style of moving, with developing control and grace. Children will know how to develop their small motor skills so that they can use a range of tools competently, safely and confidently and will be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. They will know how to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group and to develop overall body-strength, balance, co-ordination and agility. Children will be able to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming and will know how to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Children will know how to use one-handed tools and equipment (e.g. threading, scissors for cutting) and know how to use a comfortable grip with good control when using pens and pencils. They will further develop the skills they need to manage the school day successfully, e.g. lining up after playtime and queuing for mealtimes.</p>	<p>Children will continue to build on their skills from the previous 2 terms and demonstrate that they can negotiate space and obstacles safely, with consideration for themselves and others, both in PE lessons and in classroom/playtime situations. They will be able to demonstrate strength, balance and coordination when playing and move energetically (e.g. when running, jumping, dancing, hopping, skipping and climbing). By the end of their reception year, children will be able to hold a pencil effectively in preparation for fluent writing, use a range of small tools, including scissors, paintbrushes and cutlery and begin to show accuracy and care when drawing.</p>
SPECIFIC AREAS	<p>MATHEMATICS: NUMBER; NUMERICAL PATTERNS</p> <p>Y1/Y2 SUBJECT LINK: Maths</p>	<p>Using White Rose, NCETM and Numberblocks - counting objects, actions and sounds, subitise, composition of numbers to 10, automatic recall number bonds 0-5.</p> <p>Children will know how to subitise up to 5, recite numbers past 5, link numerals and amounts up to 5 and solve real world problems with numbers up to 5. They will know that the last number reached when counting a small set of objects tells you how many there are in total. Children will know how to understand position through words alone and will know how to describe a familiar route. They will know how to make comparisons between objects relating to size, weight and capacity. Children will know how to describe 2D shapes using informal and mathematical language. They will know how to extend and create ABAB patterns and notice and correct errors in repeating patterns. Children will know how to describe a sequence of events.</p>	<p>Using White Rose, NCETM and Numberblocks - introducing zero, comparing numbers to 5, composition of 4 and 5, comparing mass and capacity, exploring 6, 7 and 8, making pairs, combining two groups, exploring length, height and time, exploring numbers 9 and 10, comparing numbers to 10 and exploring number bonds to 10, exploring 3D shapes, exploring pattern.</p> <p>Children will know how to count objects, actions and sounds and subitise to 10. They will know how to link numerals to ten with corresponding cardinal numbers and will know how to count beyond ten. Children will know how to use concrete objects to explore the composition of numbers, compare numbers and understand the one more/one less relationship between numbers to ten. Children will know how to automatically recall number bonds for 0-5 and some to 10. They will know how to select, rotate and manipulate shapes and to recognise that a shape can have other shapes within it (including recognising 2D shape faces on 3D shapes). They will know how to continue, copy and create repeating patterns and how to compare length, weight and capacity.</p>	<p>Using White Rose, NCETM and Numberblocks - build numbers beyond 10, count patterns beyond 10, spatial reasoning 1, match, rotate, manipulate, adding more, taking away, spatial reasoning 2, compose and decompose, doubling, sharing and grouping, spatial reasoning 3, visualise and build, deepening and understanding, patterns & relationships, spatial mapping (4), mapping.</p> <p>By the end of their reception year, children will have a deep understanding of number to 10, including the composition of each number and will be able to subitise (recognise quantities without counting) up to 5. They will know how to 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. Children will be able to verbally count beyond 20, recognising the pattern of the counting system and compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They will be able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<p>LITERACY: COMPREHENSION; WORD READING; WRITING</p>	<p>Stories set in schools/other familiar settings (e.g. Percy the Park Keeper; Mog) Stories by the same author (Nick Butterworth, Judith Kerr) Instruction Poems on a Theme (e.g. school, autumn, winter, Harvest, Christmas)</p>	<p>Traditional tales (we will look at ones with a twist for Y1/2 but concentrate on original traditional tales for reception children), Adverts and posters Recount Poems with a structure</p>	<p>Animal Adventure Stories (e.g. Sue Hendra) Story as a theme (linked to animal adventures) Explanation text Non chronological report Classic poetry (The Owl and the Pussycat)</p>

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	<p>Y1/Y2 SUBJECT LINK: Literacy (follow Y1/Y2 writing units – see Class 1 rolling programme)</p>	<p>Through daily story time, Literacy lessons, Guided Reading and Phonics, children will understand the five key concepts about print (print has meaning, print can have different purposes, we read English from left to right and top to bottom, the names of the different parts of a book, page sequencing). They will develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound. Using daily story times, Chatter Matters and Talk 4 Writing, children will be able to engage in extended conversations about stories, learning new vocabulary. Children will begin to read individual letters by saying the sounds for them and will blend sounds into words so that they can read words with known letter-sound correspondences. They will read some letter groups and a few common exception words matched to the school's phonic programme (Twinkl). Children will know how to use these to read simple phrases and sentences made up of words with a known letter-sound correspondence. Through daily phonics sessions, Literacy lessons (using Talk 4 Writing) and 'squiggle while you wiggle' progressing to handwriting sessions, children will use some of their print and letter knowledge in their early writing and know how to write some letters accurately. They will know how to write their first name, forming lower-case and capital letters correctly.</p>	<p>Through daily story time, Literacy lessons, Guided Reading and Phonics, children will know how to read individual letters by saying the sounds for them and to blend these sounds into words, so that they can read short words made up of known letter-sound correspondences. They will know how to read some letter groups that each represent one sound (digraphs and trigraphs) and say sounds for them. Children will know how to read a few common exception words matched to the school's phonic programme (Twinkl) and know how to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. They will know to re-read decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Children will be able to engage in extended conversations about stories, learning new vocabulary which they will use throughout the day. Through daily phonics sessions, Literacy lessons (using Talk4Writing), Chatter Matters and handwriting sessions, children will know how to form lower-case and capital letters correctly, spell words by identifying the sounds and then writing the sound with letter/s and to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. They will know how to re-read what they have written to check that it makes sense.</p>	<p>Through daily story time, Literacy lessons, Guided Reading and Phonics, children will be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Children will be able to 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. They will know how to 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 and write simple phrases and sentences that can be read by others.</p>
	<p>UNDERSTANDING THE WORLD: PAST AND PRESENT; PEOPLE, CULTURE AND COMMUNITIES; THE NATURAL WORLD</p> <p>Y1/Y2 SUBJECT LINK: Geography; History; Science; RE</p>	<p>Comparing school now and in the past; the geography of our village and what it is like to live there compared to another village in the world; remembrance (the significance of poppies); RE key questions <i>'How do we respond to things that really matter?'</i> <i>'Why are some things special?'</i> SACRE units on Christianity (see Class 1 rolling programme); links to Y1/2 Science units on materials and animals; daily weather chart; weekly Forest School sessions to include looking at and learning about plants; Picture News assemblies (British Values).</p> <p>Children will begin to make sense of their own life-story and family's history and will know about different occupations; they will be able to talk about members of their immediate family and community, name and describe people who are familiar to them and comment on familiar situations in the past. Children will be able to talk about the lives of the people around them and their roles in society. Children will start to draw information from a simple map and recognise that some environments are different to the one in which they live.</p>	<p>Learning about and comparing Christopher Columbus and Neil Armstrong (with Y1/2 - adapted for reception); Hot and Cold Places; links to Y1/Y2 Science - materials/animals (including humans); RE key questions <i>'How do we respond to things that really matter?'</i> <i>'Why are some things special?'</i> SACRE units on Hindu Dharma and Islam(see Class 1 rolling programme); daily weather chart; weekly Forest School sessions to include looking at and learning about plants; Picture News assemblies (British Values); Chinese New Year; Shrove Tuesday.</p> <p>Children will know how to draw information from a simple map and will know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Children will be able to 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. Children will be able to comment on images of familiar situations in the past and will know how to compare and contrast characters from stories, including figures from the past. They will know some similarities and differences between things in the past and now.</p>	<p>Learning about and comparing Florence Nightingale and Edith Cavell (with Y1/2 - adapted for reception); further exploration of the village of Wray and what it is like to live here; links to Y1/Y2 Science - materials/plants/seasonal change; RE key questions <i>'How do we respond to things that really matter?'</i> <i>'Why are some things special?'</i> SACRE units on Christianity and Judaism (see Class 1 rolling programme); links to Y1/2 Science units on materials and animals; daily weather chart; weekly Forest School sessions to include looking at and learning about plants; Picture News assemblies (British Values/the wider world).</p> <p>Children will be able to talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now and understand the past through settings, characters and events encountered in books read in class and storytelling. Children will be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will 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.</p>

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<p>EXPRESSIVE ARTS & DESIGN: CREATING WITH MATERIALS; BEING IMAGINATIVE AND EXPRESSIVE</p> <p>Y1/Y2 SUBJECT LINK: Art; DT; Music</p>		<p>Drawing and painting - ourselves and things in our environment (e.g. the school building); characters from the stories we read (e.g. 'Percy the Park Keeper'/'Mog'); Sculpture - using playdough, plasticine and clay to make simple models of the school; design and make Christmas cards and decorations; daily songs (including Charanga Scheme followed by Y1 and Y2 - see Class 1 rolling programme) and rhymes and use of musical instruments in provision; role play/drama in Literacy lessons.</p> <p>Children will learn to create closed shapes with continuous lines and begin to use these shapes to represent objects, draw with increasing complexity and detail and explore colour and colour mixing. They will explore, use and refine a variety of artistic effects to express their ideas and feelings and will return to and build on previous learning, refining ideas and developing their ability to represent them.</p> <p>Children will be able to explore different materials freely to develop their ideas about how to use them and will know how to join different materials and explore textures. They will know how to create collaboratively, sharing ideas, resources and skills.</p> <p>Children will learn to sing entire songs, match the pitch of a tone sung by another person. They will know how to play instruments with increasing control. They will listen attentively, move to and talk about music and sing in a group, increasingly matching the pitch and following the melody.</p> <p>Children will take part in pretend play and begin to develop complex stories using small world equipment and make imaginative 'small worlds' with blocks and construction kits. They will know how to develop storylines in their pretend play.</p>	<p>Painting/ printing - with Y1 & Y2 linked to geography work on Hot and Cold places including looking at work by Van Gogh; decorating structures linked to Traditional Tales; cooking and nutrition linked to Chinese New Year and Shrove Tuesday; daily songs (including Charanga Scheme followed by Y1 and Y2 - see Class 1 rolling programme) and rhymes and use of musical instruments in provision; role play/drama in Literacy lessons.</p> <p>Children will know how to explore, use and refine a variety of artistic effects to express their ideas and feelings. They will know how to return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will know how to create collaboratively, sharing ideas, resources and skills.</p> <p>Children will know how to listen attentively to different songs from a range of genres and move to and talk about music, expressing their feelings and responses. They will have the opportunity to watch dance and performance art and will know how to talk about it, expressing their feelings and responses. They will know how to sing in a group or on their own, increasingly matching the pitch and following the melody. Children will know how to develop storylines in their pretend play. They will know how to explore and engage in music making and dance, performing solo or in groups.</p>	<p>Textiles - weaving to make a collaborative picture based on The Owl and the Pussycat; cooking and nutrition linked to work on The Owl and the Pussycat - making art plates with fruit and vegetables; daily songs (including Charanga Scheme followed by Y1 and Y2 - see Class 1 rolling programme) and rhymes and use of musical instruments in provision; role play and drama in Literacy lessons.</p> <p>Children will know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will be able to share their creations, explaining the process they have used and make use of props and materials when role playing characters in narratives and stories. They will be able to invent, adapt and recount narratives and stories with peers and their teacher. Children will know how to sing a range of well-known nursery rhymes and songs and will be able to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>