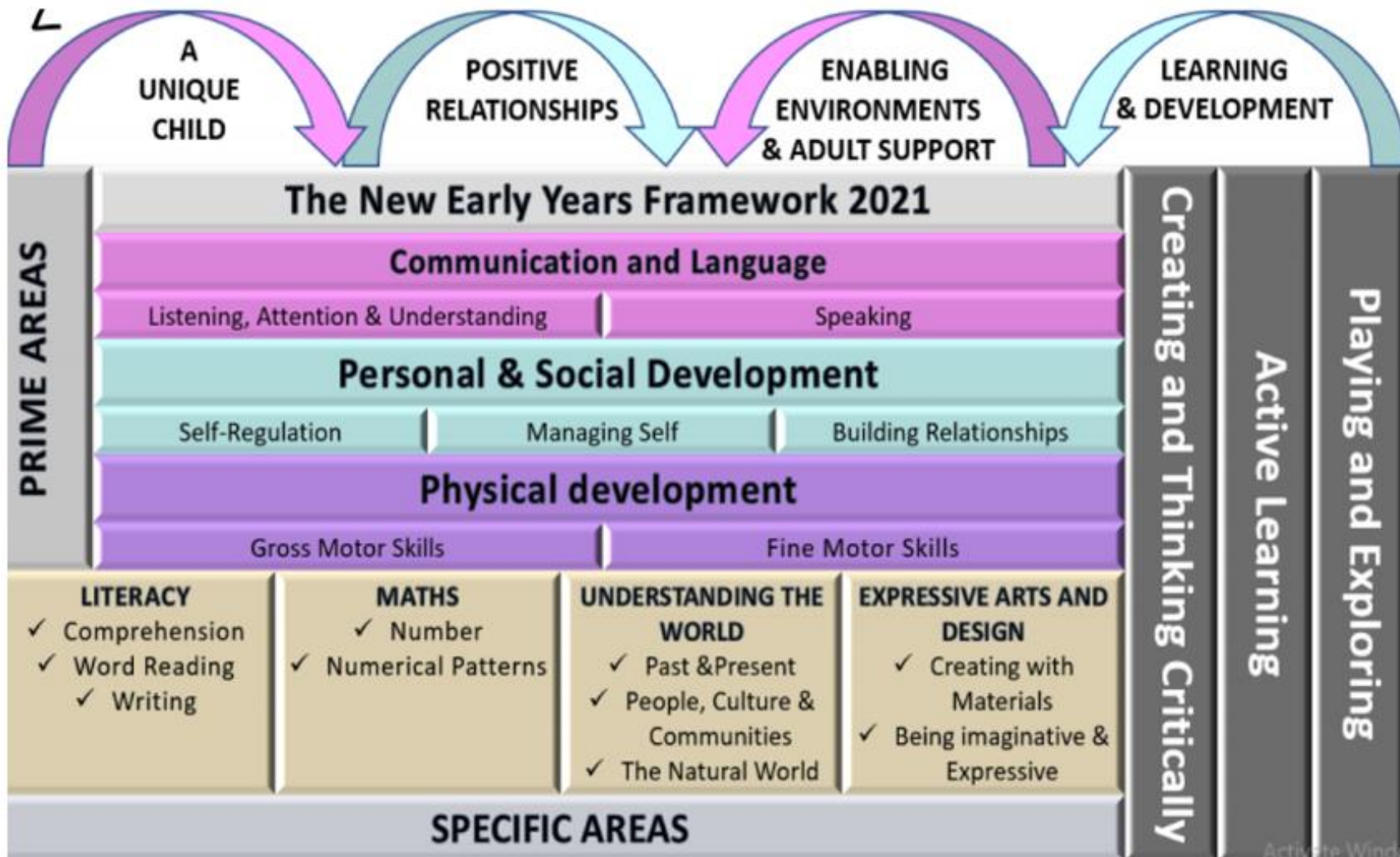


### Reception Long Term Curriculum Overview

We use **Development Matters** to support our understanding of children's developmental stages throughout the year



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES AND TEXTS YEAR A</b>	<b>Once Upon a time</b> The Gingerbread Man Little Red Riding Hood The Wolf's Story	<b>Day turns to Night</b> Winter Sleep How to catch a star The Stick Man	<b>Our Precious World</b> Lilah and the Secret of the Rain There is an Elephant in my bedroom	<b>All change</b> Jack and the beanstalk Jim and the beanstalk A Squash and a squeeze	<b>Creatures of the world - Land Animals</b> Monkey Puzzle Tiger's Information The Tiger who came to tea Meerkat Mail	<b>Out of this World</b> Bob Man on the Moon Look Up Where the Wild things are
<b>Other Class Text Opportunities YEAR A</b>	Traditional Tales Starting School Biscuit Bear Little Red	The Snowman Tree The Very Last Leaf Star in the Jar	Once Upon a Raindrop After the Storm Dear Earth The Tantrum that saved the world	Goodbye Winter Hello Spring Shirley Hughes – Out and About	The Lion Inside Tidy Rumble in the Jungle Whose habitat is that?	The Way Back Home How to Catch a Star Whatever Next You choose space
<b>GENERAL THEMES AND TEXTS YEAR B</b>	<b>Once Upon a time</b> The Colour Monster The Little Red Hen The Three Little Pigs The three Horrid Pigs	<b>Day turns to Night</b> Owl Babies Night Monkey Day Monkey The Lonely Christmas Tree	<b>Our Precious World</b> Oi Get off our Train 10 things I can do to help my world The Secret Sky Garden	<b>All change</b> The Tadpole's Promise What the Ladybird Heard	<b>Creatures of the world - Sea</b> The Storm Whale The Snail and the Whale The Lighthouse Keeper's Lunch	<b>Out of this World</b> The Robot and the Bluebird Bog Baby Zog
<b>Other Class Text Opportunities YEAR B</b>	Perfectly Norman Worrysaurus Chicken Licken The true story of the three little pigs	It was a cold dark night Max at Night The Midnight Zoo Handa's Night-time surprise	Please Help Planet Earth Over and Under the Pond Someone swallowed Stanley	The most magnificent thing The street beneath my feet Tad	Rainbow Fish Lost and Found Tiddler The Whale who wanted more	The Magic Paintbrush Ruby's Worry The Day the crayons quit Beegu
<b>ENRICHMENT OPPORTUNITIES</b> Throughout the year	<i>Starting School (J&amp;A Ahlberg)</i> <i>Autumn nature walk linked to the story – Leaf Man</i>  <i>Harvest Time</i> <i>Harvest Festival</i> <i>Make Bread</i> <i>Bakery Visit</i>  <i>Make Gingerbread</i> <i>Diwali</i>	<i>Bonfire Night</i> <i>Fireman Visit</i> <i>Remembrance Day</i> <i>World Kindness Day</i> <i>Road Safety</i> <i>Bedtime story evening</i> <i>Children in Need</i> <i>Anti- Bullying Week</i> <i>Theatre trip</i> <i>Christmas Time / Nativity</i> <i>Hanukah</i>	<i>Chinese New Year</i> <i>Story Telling Week</i> <i>Random Acts of Kindness Week</i> <i>Valentine's Day</i> <i>Internet Safety Day</i> <i>Safari explorers theme week.</i> <i>Visit to Museum</i> <i>endangered animals</i>	<i>Reading Picnic with parents</i> <i>Planting seeds</i> <i>Easter time</i> <i>Easter Egg Hunt</i> <i>Nature Scavenger Hunt</i> <i>Mother's Day</i> <i>Queen's Birthday</i> <i>Science Week</i> <i>Farm Visit</i>	<i>Walk around Thorpe Perrow</i> <i>Map work - make a map of our way to school/to the park</i>  <i>Start of Ramadan</i> <i>Eid</i> <i>Visit to the Deep in Hull</i> <i>Seaside visit</i> <i>Under the Sea – singing songs and sea shanties</i> <i>Fossil hunting</i> <i>Duck Race</i>	<i>Father's Day</i> <i>Heathy Eating Week</i> <i>World Environment Day</i> <i>Ice cream van visit</i> <i>Sports Day</i> <i>Space Museum Visit</i>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CHARACTERISTICS OF EFFECTIVE LEARNING	<p><i>Playing and exploring:</i> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><i>Active learning:</i> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><i>Creating and thinking critically:</i> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
OVER ARCHING PRINCIPLES	<p><i>Unique Child</i> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><i>Positive Relationships</i> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><i>Enabling environments</i> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><i>Learning and Development:</i> Children develop and learn at different rates. We ensure all children are able to make progress across the areas of the learning including children with special educational needs and disabilities.</p> <p><b>PLAY</b> Throughout our federation, we believe Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and appropriate resources. These might include clothes, boxes, buckets, old blankets that will inspire play and fire children's imaginations. They observe play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	<i>Once Upon A Time</i>	<i>Day Turns to Night</i>	<i>Our Precious World</i>	<i>All Change</i>	<i>Creatures of the world Land (year A) Sea (Year B)</i>	<i>Out of This World</i>
NSC Values	<b>Unity</b>	<b>Kindness</b>	<b>Perseverance</b>	<b>Honesty</b>	<b>Responsibility</b>	<b>Respect</b>
Melsonby Values Year A	Roots and Fruits <b>Generosity</b>	Roots and Fruits <b>Compassion</b>	Roots and Fruits <b>Courage</b>	Roots and Fruits <b>Forgiveness</b>	Roots and Fruits <b>Friendship</b>	Roots and Fruits <b>Respect</b>
Melsonby Values Year B	Roots and Fruits <b>Thankfulness</b>	Roots and Fruits <b>Trust</b>	Roots and Fruits <b>Perseverance</b>	Roots and Fruits <b>Justice</b>	Roots and Fruits <b>Service</b>	Roots and Fruits <b>Truth</b>
ASSESSMENT OPPORTUNITIES	<i>In-house - Baseline data on entry National Baseline data by end of term Phonic Interventions</i>	<i>Ongoing assessments Baseline analysis Pupil progress meetings Parents evening EYFS team meetings In house moderation Midterm Assessments Writing/reviewing PP</i>	<i>GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations EYFS data</i>	<i>Pupil progress meetings Parents evening info EYFS team meetings Writing/reviewing PP</i>	<i>Trust moderation EYFS team meetings Phase meeting and internal moderations EYFS data</i>	<i>Pupil progress meetings Parents Open Evening EYFS team meetings EOY data Writing/reviewing PP</i>
PARENTAL INVOLVEMENT	<i>Home/School Agreement Wow moments Phonics and reading workshops <b>Tapestry Weekly</b></i>	<i>Wow moments Nativity Maths workshop Parents Evening Bedtime story evening Stay and Read Mornings <b>Tapestry Weekly</b></i>	<i>Wow moments Parents to share a story Random acts of kindness challenge <b>Tapestry Weekly</b></i>	<i>Wow moments Parents Evening <b>Tapestry Weekly</b></i>	<i>Wow moments Summer picnic <b>Tapestry Weekly</b></i>	<i>Wow moments Summer report Sports Day <b>Tapestry Weekly</b></i>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	<i>Once Upon A Time</i>	<i>Day Turns to Night</i>	<i>Our Precious World</i>	<i>All Change</i>	<i>Creatures of the world Land (year A) Sea (Year B)</i>	<i>Out of This World</i>
<b>COMMUNICATION AND LANGUAGE</b>	The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
<b>Listening and Attention</b>	Understand how to listen carefully and why listening is important.  Engage in story times.	Understand how to listen carefully and why listening is important.  Engage in story times.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Engage in story times.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Engage in story times.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<b>Speaking</b>	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend. Use talk to organise themselves and their play:	Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases	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.	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.	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.

<p><b>National Curriculum KS1</b></p>	<p><b>Listening and Attention</b></p> <p>listen and respond appropriately to adults and their peers  maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication.</p>	<p><b>Speaking</b></p> <p>ask relevant questions to extend their understanding and knowledge  use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b>	<i>Once Upon A Time</i>	<i>Day Turns to Night</i>	<i>Our Precious World</i>	<i>All Change</i>	<i>Creatures of the world Land (year A) Sea (Year B)</i>	<i>Out of This World</i>
<b>PSED Self-Regulation</b>	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Understand gradually how others might be feeling.	Understand gradually how others might be feeling.	See themselves as a valuable individual	See themselves as a valuable individual
<b>Managing Self</b>	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly	Make healthy choices about food, drink, activity and toothbrushing	Make healthy choices about food, drink, activity and toothbrushing	Show resilience and perseverance in the face of a challenge.	Show resilience and perseverance in the face of a challenge.
<b>Building Relationships</b>	Build constructive and respectful relationships.	Express their feelings and consider the feelings of others.	Identify and moderate their own feelings, socially and emotionally.	Identify and moderate their own feelings, socially and emotionally	Think about the perspective of others	Think about the perspective of others
<b>National Curriculum KS1</b>	<b>KAPOW - Family and Relationships</b>	<b>KAPOW – Health and Wellbeing</b>	<b>KAPOW – Safety and the changing body</b>	<b>KAPOW – Citizenship</b>	<b>KAPOW – Economic Well Being</b>	<b>KAPOW – Transition</b>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b>	<i>Once Upon A Time</i>	<i>Day Turns to Night</i>	<i>Our Precious World</i>	<i>All Change</i>	<i>Creatures of the world Land (year A) Sea (Year B)</i>	<i>Out of This World</i>
<b>PHYSICAL DEVELOPMENT</b>	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					
<b>FINE MOTOR</b>	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	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	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	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.
<b>GROSS MOTOR</b>	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> </ul>	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.	Use their 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 outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	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.
<b>National Curriculum KS1</b>	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.					



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	<i>Once Upon A Time</i>	<i>Day Turns to Night</i>	<i>Our Precious World</i>	<i>All Change</i>	<i>Creatures of the world Land (year A) Sea (Year B)</i>	<i>Out of This World</i>
Word Reading	<p><b>LITTLE WANDLE – PHASE 2</b> s, a,t,p,l,n,m,d,g,o,c,k,ck, e,u,r,h,b,f,l,</p> <p><b>Common Exception Words</b> is, I, the</p> <p>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, such as money and mother Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Read individual letters by saying the sounds for them</p>	<p><b>LITTLE WANDLE – PHASE 3</b> ff,ll,ss,j,v,w,x,y,z,zz,qu,ch,sh th,ng,nk</p> <p><b>Common Exception Words</b> put, pull, full, as, and, has, his, her, go, no, to, into, she, push, we, of, he, be,me</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p><b>LITTLE WANDLE – PHASE 3</b> ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air er words with double letters: dd mm tt bb rr gg pp</p> <p><b>Common Exception Words</b> was, you, they, my, by, all are, sure, pure</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p><b>LITTLE WANDLE – PHASE 3</b> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er, air,</p> <p><b>Review Common Exception Words so far.</b></p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p><b>LITTLE WANDLE – PHASE 4</b> short vowels CVCC short vowels CCVCC CCCVC CCCVCC root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p><b>Common Exception Words</b> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>LITTLE WANDLE – PHASE 4</b> long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ root words ending in: –er, –est longer words</p> <p><b>Review Common Exception Words so far.</b></p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
Comprehension	<p>Regular sharing of books and discussion of children’s ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what’s in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: ‘caterpillar’, ‘enormous’, ‘forest’, ‘roar’ and ‘invitation’.</p>					

Writing	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Form lower-case and capital letters correctly.  Write phrases and captions  Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Re-read what they have written to check that it makes sense.
National Curriculum for word reading	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words</li> <li>• re-read phonically decodable books to build up fluency and confidence in word reading</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>o listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</li> <li>o being encouraged to link what is read or heard read to his/her own experiences</li> <li>o becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>o learning to appreciate rhymes and poems, and to recite some by heart</li> <li>o discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>• Understand both the books he/she can already read accurately and fluently and those he/she listens to by: <ul style="list-style-type: none"> <li>o drawing on what is already known or on background information and vocabulary provided by the teacher</li> <li>o checking that the text makes sense as he/she reads and correcting inaccurate reading</li> <li>o discussing the significance of the title and events</li> <li>o making inferences on the basis of what is being said and done</li> <li>o predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• Participate in discussion about what is read to him/her, taking turns and listening to what others say</li> <li>• Explain clearly his/her understanding of what is read to him/her</li> </ul>					

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GENERAL THEMES	<i>Once Upon A Time</i>	<i>Day Turns to Night</i>	<i>Our Precious World</i>	<i>All Change</i>	<i>Creatures of the world Land (year A) Sea (Year B)</i>	<i>Out of This World</i>
MATHEMATICS	<p><i>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.</i></p> <p><i>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.</i></p>					
Number	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise</li> </ul>	<ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0–5 and some to 10.</li> </ul>
Numerical Patterns	<ul style="list-style-type: none"> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> </ul>	<ul style="list-style-type: none"> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Compare length, weight and capacity</li> </ul>
National Curriculum	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>identify one more and one less of a given number</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20, adding and subtracting one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half</li> <li>compare, describe and solve practical problems for mass/weight, capacity and volume e.g. heavy/light, heavier than, lighter than, full/empty, more than, less than, half, half full, quarter</li> <li>compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later</li> <li>measure and begin to record length and height</li> <li>measure and begin to record mass/weight, capacity and volume</li> <li>measure and begin to record time (hours, minutes, seconds)</li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles</li> <li>recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres</li> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	<i>Once Upon A Time</i>	<i>Day Turns to Night</i>	<i>Our Precious World</i>	<i>All Change</i>	<i>Creatures of the world</i> <i>(year A)</i> <i>Sea (Year B)</i>	<i>Out of This World</i>
UNDERSTANDING THE WORLD	<p><i>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.</i></p>					
Past and Present	<p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>					
People, Culture and Communities	Continue developing positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about members of their immediate family and community.	• Name and describe people who are familiar to them.	• 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.
The Natural World	Talk about the differences between materials and changes they notice.	Draw information from a simple map.	Explore the natural world around them	• Describe what they see, hear and feel whilst outside.	• Recognise some environments that are different from the one in which they live.	• Understand the effect of changing seasons on the natural world around them.

National Curriculum

**Science**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ♣ asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions.

**History**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**Geography**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**RE – Taken from RE today**

KS1 1.1 Who is a Christian ...? 1.2 Who is a Muslim ...? 1.3 Who is Jewish ...? 1.4 What can we learn from sacred books? 1.5 What makes some places sacred? 1.6 How and why do we celebrate special times? 1.7 What does it mean to belong to a faith community? 1.8 How should we care for others and the world

*AUTUMN 1*

*AUTUMN 2*

*SPRING 1*

*SPRING 2*

*SUMMER 1*

*SUMMER 2*

# EARLY LEARNING GOALS

GENERAL THEMES	<i>Once Upon A Time</i>	<i>Day Turns to Night</i>	<i>Our Precious World</i>	<i>All Change</i>	<i>Creatures of the world Land (year A) Sea (Year B)</i>	<i>Out of This World</i>
<p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Creating with Materials</b></p>	<p>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.</p> <p>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</p>					
<p><b>Being Imaginative and Expressive</b></p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
<p><b>National Curriculum</b></p>	<p>Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>					

	<b>PERSONAL, SOCIAL</b>					
<p><b>ELG: Listening, Attention and Understanding</b></p> <p><i>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</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i></p> <p><b>ELG: Speaking</b></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p>	<p><b>ELG: Self-Regulation</b></p> <p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i></p> <p><i>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.</i></p> <p><b>ELG: Managing Self</b></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><b>ELG: Building Relationships</b></p> <p><i>Work and play cooperatively and take turns with others.</i></p> <p><i>Form positive attachments to adults and friendships with peers.</i></p> <p><i>Show sensitivity to their own and to others' needs.</i></p>	<p><b>ELG: Gross Motor Skills</b></p> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p><i>Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><b>ELG: Fine Motor Skills</b></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>Use a range of small tools, including scissors, paint brushes and cutlery.</i></p> <p><i>Begin to show accuracy and care when drawing.</i></p>	<p><b>ELG: Comprehension</b></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate – where appropriate – key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</i></p> <p><b>ELG: Word Reading</b></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><b>ELG: Writing</b></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>	<p><b>ELG: Number</b></p> <p><i>Have a deep understanding of number to 10, including the composition of each number;</i></p> <p><i>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.</i></p> <p><b>ELG: Numerical Patterns</b></p> <p><i>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.</i></p> <p><i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p>	<p><b>ELG: Past and Present</b></p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><b>ELG: People, Culture and Communities</b></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><b>ELG: The Natural World</b></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>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.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>	<p><b>ELG: Creating with Materials</b></p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used; - Make props and materials when roleplaying characters in narratives and stories.</i></p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p><i>Invent, adapt and recount narratives and stories with peers and the teacher.</i></p> <p><i>Sing a range of well-known rhymes and songs; Perform rhymes, poems and stories to others, and – when appropriate – to move in time with music.</i></p>

# EARLY LEARNING GOALS