

Reception		Autumn Term		Spring Term		Summer Term	
		Magical Me!	Celebrating	Exploring	Growing	Enchanted	Imagine...
<b>DREAM Team Value Focus</b>		<b>DREAM TEAM</b>  Introduction to the 5 values.	<b>Determination</b>  We never give up	<b>Responsibility</b>  We are honest	<b>Empathy</b>  We are kind	<b>Aspiration</b>  We aim high	<b>Make a Difference</b>  We look after our world.
<b>British Values</b>		Introduction to British Values	Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<b>Lines of Enquiry</b>		Who am I? Where am I from? Who is special to me?	What's up There? What do I celebrate?	Is it real? What can we see? Who lives there?	How are Things Changing? Who has been here?	Where does it live? What would I wish for? How would I feel?	Would you like to be...? I wonder if...?
<b>Drawing Club</b>	<b>Book</b>	<ul style="list-style-type: none"> <li>Not Now Bernard</li> </ul>	<ul style="list-style-type: none"> <li>What's in the Witches kitchen?</li> <li>Room on the Broom</li> <li>The Christmas Pine</li> </ul>	<ul style="list-style-type: none"> <li>We're going on a Bear Hunt</li> <li>Farmer Duck</li> </ul>	<ul style="list-style-type: none"> <li>The Tiger who came to Tea</li> <li>Dear Zoo</li> </ul>	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Meg and Mog</li> <li>Colour Monster</li> </ul>	<ul style="list-style-type: none"> <li>The Giant Jam Sandwich</li> <li>Where the Wild Things Are</li> <li>The Hairy Toe</li> </ul>
	<b>Tale</b>	<ul style="list-style-type: none"> <li>Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>Chicken Licken</li> <li>Three Little Pigs</li> </ul>	<ul style="list-style-type: none"> <li>Three Billy Goats Gruff</li> <li>The Gingerbread Man</li> </ul>	<ul style="list-style-type: none"> <li>Hansel and Grettel</li> <li>Goldilocks and the Three Bears</li> </ul>	<ul style="list-style-type: none"> <li>The Magic Porridge Pot</li> <li>Jack and the Beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>White Hen and the Fox</li> <li>Little Red Riding Hood</li> </ul>
	<b>Animation</b>	<ul style="list-style-type: none"> <li>Wacky Races</li> </ul>	<ul style="list-style-type: none"> <li>Pink Panther</li> <li>Trap Door</li> </ul>	<ul style="list-style-type: none"> <li>Bananaman meets Dr Gloom</li> </ul>	<ul style="list-style-type: none"> <li>Bagpuss – Old man's beard</li> <li>Popeye</li> </ul>	<ul style="list-style-type: none"> <li>Mr Benn – Zookeeper</li> <li>Roadrunner</li> </ul>	<ul style="list-style-type: none"> <li>Batfink</li> <li>Captain Pugwash</li> </ul>
<b>Writing Tasks</b>		Writing name Writing individual letters – linked to phonics CVC words to match picture – e.g. hen, cat, dog	Labelling Writing a simple sentence Writing lists – e.g. Christmas	Writing simple sentences e.g., using an adjective e.g., it is big, he has big teeth (including some tricky words) Writing simple labels and captions	Writing a simple sentence Making a wanted poster Labelling plants	Writing a simple tale Describing a monster	A simple recount of a trip Write a letter to their new teacher
<b>Key Texts for Story Time</b>		       	    	    	    	   	   



<b>Characteristics of Effective Learning</b>	<b>Playing and Exploring</b>	<p><b><u>Finding out and exploring</u></b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul>	<p><b><u>Playing with what they know</u></b></p> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul>	<p><b><u>Being willing to ‘have a go’ (Empowerment)</u></b></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a ‘can do’ attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>
	<b>Active Learning</b>	<p><b><u>Being involved and concentrating</u></b></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul>	<p><b><u>Keeping on trying (Resilience)</u></b></p> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul>	<p><b><u>Enjoying achieving what they set out to do</u></b></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something – not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>
	<b>Creativity and Critical Thinking</b>	<p><b><u>Having their own ideas (Taking initiative)</u></b></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> <li>• Shows imagination, spontaneity and innovation</li> </ul>	<p><b><u>Making links</u></b></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul>	<p><b><u>Choosing ways to do things (Independence)</u></b></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking and reflecting how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>

**Notes:**  
**The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.**

<b>Communication and Language</b>	<b>Something to talk about</b>	Sharing baby photos – who is in my family Autumn – Autumn Changes	Role play festivals and celebrations Winter – Winter changes	Asking questions Past, present and future tense Spring – spring changes	Fairy tale role play area Spring – spring changes	Making predictions of what we think will happen. Summer – summer changes	Talking about what they want to be when they grow up or what they are good at “ I am good at...” Summer – summer changes
	<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Engage in story times</li> <li>-Listens to others in one-to-one or small groups, when conversation interests them</li> <li>-Learn new vocabulary. (See vocabulary progression)</li> <li>-Is able to follow directions (if not intently focused)</li> <li>-Understands use of objects (e.g. Which one do we cut with?)</li> <li>-Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> <li>-Learn rhymes, poems and songs.</li> <li>-Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> <li>Listens to familiar stories with increasing attention and recall</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>-Engage in non-fiction books.</li> <li>Learn new vocabulary. (See vocabulary progression)</li> <li>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> </ul>	<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Learn new vocabulary. (See vocabulary progression)</li> <li>Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>Beginning to understand why and how questions</li> </ul>	<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> <li>Learn new vocabulary. (See vocabulary progression)</li> <li>Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>Beginning to understand and ask why and how questions</li> </ul>	<ul style="list-style-type: none"> <li>-Learn rhymes, poems and songs.</li> <li>-Learn new vocabulary. (See vocabulary progression)</li> <li>-Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary. (See vocabulary progression)</li> <li><b><u>Listening, Attention and Understanding ELG</u></b></li> <li><b>Children at the expected level of development will:</b></li> <li><b>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;</b></li> <li><b>Make comments about what they have heard and ask questions to clarify their understanding;</b></li> <li><b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b></li> </ul>

	<p><b>Speaking</b></p> <p><i>Nursery – Check points and baseline.</i></p> <p><i>The child shift from one task to another if you fully obtain their attention, for example, by using their name.</i></p> <p><i>The child is using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?</i></p> <p><i>The child uses sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</i></p> <p><i>The child uses the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?</i></p> <p>-Use new vocabulary through the day. (See vocabulary progression)</p> <p>-Develop social phrases.</p> <p>-Engage in story times.</p>	<p>-Use new vocabulary through the day. (see progression document)</p> <p>-Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>-Able to use language in recalling past experiences</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>-Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p> <p>-Ask questions to find out more and to check they understand what has been said to them.</p> <p>-Describe events in some detail.</p> <p>-Listen to and talk about stories to build familiarity and understanding.</p> <p>-Use new vocabulary in different contexts.</p>	<p>-Use new vocabulary through the day. (see progression document)</p> <p>-Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>-Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>-Uses talk to explain what is happening and anticipate what might happen next</p> <p>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>-Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>-Use new vocabulary through the day. (see progression document)</p> <p>-Questions why things happen and gives explanations. Asks e.g., who, what, when, how</p> <p>Beginning to use a range of tenses (e.g., play, playing, will play, played)</p> <p>-Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</p> <p>-Talks more extensively about things that are of particular importance to them</p>	<p>-Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>- Talks more extensively about things that are of particular importance to them</p> <p>- Builds up vocabulary that reflects the breadth of their experiences - Connect one idea or action to another using a range of connectives.</p> <p>- Articulate their ideas and thoughts in well-formed sentences.</p> <p>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>	<p>Use new vocabulary through the day. (see progression document)</p> <p><b>Speaking ELG</b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>● 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.</li> </ul>
<p><b>Notes:</b></p> <p><b>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</b></p>						
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>General Focus</b></p> <p>Transition into new classes &amp; staggered starts:</p> <ul style="list-style-type: none"> <li>- Comes into school happily</li> <li>- Aware of daily routines</li> <li>- Asks to go to the toilet</li> <li>- Shows preferences for activities and can say why</li> <li>- Looks after toys and resources</li> </ul> <p>Learning about our Golden Rules – Introduction to our DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system – what team they belong to (Bailgate, Red Arrows, Castle. The Imp, Cathedral, Brayford)</p>	<ul style="list-style-type: none"> <li>- Can organise themselves in the environment – classroom, cloakroom</li> <li>- Beginning to have a go at a variety of activities</li> <li>- Will tidy away items safely</li> <li>- Responds to others in conversations</li> <li>- Says please and thank you</li> </ul> <p>Following our golden rules - DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system</p> <p>Weekly assemblies to promote values and DREAM Team</p> <p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> <li>- Will offer to help others</li> <li>- Will wait their turn and put their hand up to talk</li> <li>- Can line up and walk around school/between activities in single file</li> <li>- Play co-operatively</li> </ul> <p>Following our golden rules – DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system</p> <p>Weekly assemblies to promote values and DREAM Team</p> <p>Characteristics of Effective Learning</p> <p>Understanding differences</p>	<ul style="list-style-type: none"> <li>- Organising and cooperating with other children</li> </ul> <p>Following our golden rules – DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system</p> <p>Weekly assemblies to promote values and DREAM Team</p> <p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> <li>- Can express feelings</li> <li>- Find resolutions without conflict</li> <li>- Is involved in more complex imaginative play with changing roles</li> </ul> <p>Following our golden rules – DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system</p> <p>Weekly assemblies to promote values and DREAM Team</p> <p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> <li>- Ask to go to the toilet when needed but is able to identify times to use the toilet during the day</li> </ul> <p>Transition to Year One</p> <p>Following our golden rules – DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system</p> <p>Weekly assemblies to promote values and DREAM Team</p> <p>Characteristics of Effective Learning</p>

<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> </ul>	<ul style="list-style-type: none"> <li>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>Understands that expectations vary depending on different events, social situations, and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>See themselves as a valuable individual</li> </ul>	<p><b>Self-Regulation ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>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.</li> </ul>
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers</li> </ul>	<ul style="list-style-type: none"> <li>Is sensitive to others' messages of appreciation or criticism</li> <li>Enjoys a sense of belonging through being involved in daily tasks.</li> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>Begins to show resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Manage their own needs.</li> <li>Show resilience and perseverance in the face of challenge</li> <li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>Manage their own needs.</li> <li>Show resilience and perseverance in the face of challenge</li> <li>Shows their confidence and self-esteem through being outgoing towards people, taking risks, and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul>	<p><b>Managing Self ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>Seeks out companionship with adults</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out a friend to share experiences and play ideas.</li> <li>Uses their experiences of adult behaviours to guide their social relationships and interactions.</li> <li>Share's resources and toys in a small group.</li> <li>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out companionship with adults and other children, sharing experiences and play ideas.</li> <li>Shows increasing consideration of other people's needs can share without adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> </ul>	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Think about the perspectives of others.</li> </ul>	<p><b>Building Relationships ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>

	<b>Jigsaw</b>	<p><b>Being Me in My World:</b></p> <ul style="list-style-type: none"> <li>-I understand how it feels to belong and that we are similar and different</li> <li>-I can start to recognise and manage my feelings</li> <li>-I enjoy working with others to make school a good place to be</li> <li>-I understand why it is good to be kind and use gentle hands</li> <li>-I am starting to understand children’s rights and this means we should all be allowed to learn and play</li> <li>-I am learning what being responsible means</li> </ul>	<p><b>Celebrating Differences:</b></p> <ul style="list-style-type: none"> <li>-I can identify something I am good at and understand everyone is good at different things</li> <li>-I understand that being different makes us all special</li> <li>-I know we are all different but the same in some ways</li> <li>-I can tell you why I think my home is special to me</li> <li>-I can tell you how to be a kind friend</li> <li>-I know which words to use to stand up for myself when someone says or does something unkind</li> </ul>	<p><b>Dreams &amp; Goals:</b></p> <ul style="list-style-type: none"> <li>-I understand that if I persevere I can tackle challenges</li> <li>-I can tell you about a time I didn’t give up until I achieved my goal</li> <li>-I can set a goal and work towards it</li> <li>-I can use kind words to encourage people</li> <li>-I understand the link between what I learn now and the job I might like to do when I’m older</li> <li>-I can say how I feel when I achieve a goal and know what it means to feel proud</li> </ul>	<p><b>Healthy Me:</b></p> <ul style="list-style-type: none"> <li>-I understand that I need to exercise to keep my body healthy</li> <li>-I understand how moving and resting are good for my body</li> <li>-I know which foods are healthy and not so healthy and can make healthy eating choices</li> <li>-I know how to help myself go to sleep and understand why sleep is good for me</li> <li>-I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</li> <li>-I know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>-I can identify some of the jobs I do in my family and how I feel like I belong</li> <li>-I know how to make friends to stop myself from feeling lonely</li> <li>-I can think of ways to solve problems and stay friends</li> <li>-I am starting to understand the impact of unkind words</li> <li>-I can use Calm Me time to manage my feelings</li> <li>-I know how to be a good friend</li> </ul>	<p><b>Changing Me:</b></p> <ul style="list-style-type: none"> <li>-I can name parts of the body</li> <li>-I can tell you some things I can do and foods I can eat to be healthy</li> <li>-I understand that we all grow from babies to adults</li> <li>-I can express how I feel about moving to Year 1</li> <li>-I can talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>-I can share my memories of the best bits of this year in Reception.</li> </ul>
<b>Physical Development (PD)</b>	<p><b>Notes:</b>  <b>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</b></p>						
	<b>General Focus</b>	<p>Pencil grip baseline  Dough disco daily  Gross motor  Basic shape handwriting assessment</p>	<p>Travelling on/over/around/under balancing equipment in different ways.  Handwriting – Gross and Fine motor  Finger gym</p>	<p>Developing ball skills – rolling, throwing, catching, bean bags into hoops/buckets, Handwriting books and finger gym</p>	<p>Developing ball skills - kicking/controlling football and passing Handwriting books and finger gym</p>	<p>Bat and ball skills – balancing beanbags on bats, hitting bean bags with bags Handwriting books and finger gym</p>	<p>Hop confidently and skip in time to music. Handwriting beginning to be able to write on lines and control letter size (etc)  Sports Day Practise</p>
	<b>Gross Motor Skills</b>	<p>-Revise and refine the fundamental movement skills they have already acquired:  - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p>-Progress towards a more fluent style of moving, with developing control and grace.  -Combine different movements with ease and fluency.  -Develop overall body-strength, balance, coordination and agility.</p>	<p>-Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with dance and gymnastics.  - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p><b>-Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>-Demonstrate strength, balance and coordination when playing.</b></p> <p><b>-Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</b></p>
	<b>Fine Motor Skills</b>	<p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>- Creates lines and circles pivoting from the shoulder and elbow  - Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p>	<p>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.  -Develop the effective use of the tripod grip.</p>	<p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b></p> <ul style="list-style-type: none"> <li>● Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>● Begin to show accuracy and care when drawing.</li> </ul>



<b>Notes:</b> 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).							
Literacy	Phonics	Wk 3 - Phase 2 phonics (5 weeks) Tricky Words: is, I, the	Finish Phase 2 Tricky Words: Put, pull, full, as, and, has, his, her, no, go, into, to, he, she, push, of, we, me, be	Phase 3 Tricky Words: Was, you, they, my, by, all, are, sure, pure	Phase 3 Longer words Suffixes – ing - ed	Phase 4 Tricky Words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Phase 4 CCVC, CVCC, CCCVC, CVCCC Long vowel sounds, Root words ending – ed, -ing, - es – s
	Comprehension	Describe what is happening from a picture book. Use known vocabulary to tell a story in their own words.		Use new vocabulary to retell a known story. Begin to predict what will happen next in a story. Understand a sentence that they have just read.		<b>Comprehension ELG</b> <b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>● Anticipate – where appropriate – key events in stories;</li> <li>● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	
	Word Reading	Can recognise own name – self register and pegs.  -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.	- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to Little Wandle (Phase 2 and 3 tricky words)	-Read some letter groups that each represent one sound and say 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 Little Wandle (Phase 2 and 3 tricky words)	-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  - Read a few common exception words matched to Little Wandle (Phase 2, 3 and 4 tricky words)	<b>Word Reading ELG:</b> <ul style="list-style-type: none"> <li>● Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>● Read words consistent with their phonic knowledge by sound-blending;</li> <li>● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	
	Writing	- Sometimes gives meaning to their drawings and paintings  -Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves -Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right -Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes	- Makes up stories, play scenarios, and drawings in response to experiences, such as outings - Includes mark making and early writing in their play • -Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words -Begins to write cvc words.	-Form lower-case and capital letters correctly -Spell words by identifying the sounds and then writing the sound with letter/s. .	-Spell words by identifying the sounds and then writing the sound with letter/s. - Begin to write a simple sentence with known letter sound correspondences.	-Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense	<b>Writing ELG:</b> <ul style="list-style-type: none"> <li>● Write recognisable letters, most of which are correctly formed;</li> <li>● Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>● Write simple phrases and sentences that can be read by others.</li> </ul>

**Notes:**  
 Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<b>Mathematics</b>	<b>Number &amp; Numerical Pattern</b>	<p><b>Block 1 - Match, sort and compare</b>  <b>Block 2 - Talk about measure and Patterns</b>  <b>Block 3 - It's me 123!</b></p>	<p><b>Block 4 - Circles and Triangles</b>  <b>Block 5 - 1, 2, 3, 4, 5</b>  <b>Block 6 - Shapes with 4 sides</b></p>	<p><b>Block 1 - Alive in 5!</b>  <b>Block 2 - Mass and Capacity</b>  <b>Block 3 - Growing 6,7,8</b></p>	<p><b>Block 4 - Length, height and time</b>  <b>Block 5 - Building 9 and 10</b>  <b>Block 6 - Explore 3-D Shapes</b></p>	<p><b>Block 1 - To 20 and Beyond</b>  <b>Block 2 - How many now?</b>  <b>Block 3 - Manipulate, compose and decompose</b></p>	<p><b>Block 4 - Sharing and grouping</b>  <b>Block 5 - Visualise, build and map</b>  <b>Block 6 - Make connections</b></p>
		<p><b>Block 1 – Match, sort and compare</b>            1. Match objects            2. Match pictures and objects            3. Identify a set            4. Sort objects to a type            5. Exploring sorting objects            6. Creating sorting rules  <b>Block 2 – Talking about measure and patterns</b>            1. Compare size            2. Compare mass            3. Compare capacity            4. Explore simple patterns            5. Copy and continue simple patterns            6. Create simple patterns  <b>Block 3 – It's me 1, 2, 3</b>            1. Find 1, 2 and 3            2. Subitise 1, 2 and 3            3. Represent 1, 2 and 3            4. 1 more            5. 1 less            6. Composition of 1, 2 and 3</p>	<p><b>Block 4 - Circles and Triangles</b>            1. Identify and name circles and triangles            2. Compare circles and triangles            3. Shapes in the environment            4. Describe position  <b>Block 5 – 1, 2, 3, 4, 5</b>            1. Find 4 and 5            2. Subitise 4 and 5            3. Represent 4 and 5            4. 1 more            5. 1 less            6. Composition of 4 and 5            7. Composition 1 – 5  <b>Block 6 – Shapes with 4 sides</b>            1. Identify and name shapes with 4 sides            2. Combine shapes with 4 sides            3. Shapes in the environment            4. My day and night</p>	<p><b>Block 1 – Alive in 5!</b>            1. Introduce 0            2. Find 0 – 5            3. Subitise 0 – 5            4. Represent 0 – 5            5. 1 more            6. 1 less            7. Composition            8. Conceptual subitising to 5  <b>Block 2 – Mass and Capacity</b>            1. Compare mass            2. Find a balance            3. Explore capacity            4. Compare capacity  <b>Block 3 – Growing 6, 7, 8</b>            1. Find 6, 7 and 8            2. Represent 6, 7 and 8            3. 1 more            4. 1 less            5. Composition of 6, 7 and 8            6. Make pairs – odd and even            7. Double to 8 (find a double)            8. Double to 8 (make a double)            9. Combine two groups            10. Conceptual subitising</p>	<p><b>Block 4 – Length, height and time</b>            1. Explore length            2. Compare length            3. Explore height            4. Compare height            5. Talk about time            6. Order and sequence time  <b>Block 5 – Building 9 and 10</b>            1. Find 9 and 10            2. Compare numbers to 10            3. Represent 9 and 10            4. Conceptual subitising to 10            5. 1 more            6. 1 less            7. Composition to 10            8. Bonds to 10 (2 parts)            9. Make arrangement of 10            10. Bonds to 10 (3 parts)            11. Double to 10 (find a double)            12. Doubles to 10 (make a double)            13. Explore even and odd  <b>Block 6 – Explore 3-D shapes</b>            1. Recognise and name 3D shapes            2. Find 2-D shapes within 3D shapes            3. Use 3D shapes for tasks            4. 3D shapes in the environment            5. Identify more complex patterns            6. Copy and continue patterns            7. Patterns in the environment</p>	<p><b>Block 1 – To 20 and beyond</b>            1. Build numbers beyond 10 (10-13)            2. Continue patterns beyond 10 (10-13)            3. Build numbers beyond 10 (14-20)            4. Continue patterns 10 (14 – 20)            5. Verbal counting beyond 20            6. Verbal counting patterns  <b>Block 2 – How many now?</b>            1. Add more            2. How more did I add?            3. Take away            4. How many did I take away?  <b>Block 3 – Manipulate, compose and decompose</b>            1. Select shapes for a purpose            2. Rotate shapes            3. Manipulate shapes            4. Explain shape arrangements            5. Compose shapes            6. Decompose shapes            7. Copy 2D shape pictures            8. Find 2-D shapes within 3D shapes</p>	<p><b>Block 4 – Sharing and grouping</b>            1. Exploring sharing            2. Sharing            3. Exploring            4. Grouping            5. Even and odd sharing            6. Play and build with doubles  <b>Block 5 – Visualise, build and map</b>            1. Identify units of repeating pattern            2. Create own pattern rules            3. Explore own patterns            4. Replicate and build scenes and constructions            5. Visualise from different positions            6. Describe positions            7. Give instructions to build            8. Explore mapping            9. Represent maps with models            10. Create own maps from familiar places            11. Create own maps and plans from story situations  <b>Block 6 – Make connections</b>            1. Deepen understanding            2. Patterns and relationship</p>
	<b>NCETM Mastering Number</b>	<ul style="list-style-type: none"> <li>• Cardinality and Counting</li> <li>• Comparison</li> <li>• Composition</li> <li>• Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and Space</li> <li>• Cardinality and Counting</li> <li>• Comparison</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Cardinality and Counting</li> <li>• Comparison</li> <li>• Composition</li> <li>• Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and Space</li> <li>• Cardinality and Counting</li> <li>• Comparison</li> <li>• Composition</li> <li>• Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and Space</li> <li>• Cardinality and Counting</li> <li>• Comparison</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and Space</li> <li>• Cardinality and Counting</li> <li>• Comparison</li> <li>• Composition</li> <li>• Pattern</li> </ul>

							<p><b>Final Assessment Checkpoint</b></p> <p><b>Number ELG:</b></p> <p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns ELG</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<b>Understanding the World</b>	<p><b>Notes</b></p> <p>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.</p>						
	<b>Past and Present</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> <li>• Talks about past and present events in their own life and in the lives of family members.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p><b>Past and present ELG</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>			
	<b>People, Culture and Communities</b>	<ul style="list-style-type: none"> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p><i>Indian Dance Workshop/ Animal Man with Owls/ Christmas concert</i></p>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and tradition</li> </ul> <p><i>Visit to Ermine/BG library?</i></p>	<p><b>People. Culture and Communities ELG:</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• 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;</li> <li>• 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.</li> </ul>			



	The Natural World	<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Talks about why things happen and how things work</li> <li>• Shows care and concern for living things and the environment</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside. <b>(Winter walk)</b></li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change in nature</li> <li>• Knows about similarities and differences in relation to places, objects, materials and living things</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another <b>(Comparing the fields where the goats live – different settings)</b></li> <li>• Makes observations of animals and plants and explains why some things occur, and talks about changes</li> <li>• Developing an understanding of growth, decay, and changes over time. <b>(planting beans)</b></li> </ul>	<b>The Natural World ELG</b> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>								
RE (linked with Lincolnshire agreed syllabus)	<b>Myself</b> – Looking at different religions that we are part of.  <b>Special People to me</b>  Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.	<b>Special Times for me and others.</b>  Christmas, Hannukah, Diwali, Birthdays  How do they bring people together in communities?	<b>My Friends</b> – treat others the way you want to be treated.  Christianity, Judaism  <b>Our Special Things</b>  Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc	<b>Our Special Books</b>  Good Samaritan, Lost Sheep, Jonah and the whale  <b>Our Special Places</b>  Church, Mosque, Temple	<b>My Senses</b>  Explore different ways of using the senses using stimulus associated with religion, e.g. music, art, story, incense, food, etc.	<b>Our Beautiful World</b>  Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism						
<b>Notes:</b> <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.</b>												
<b>Creative Development</b>							Creating with Materials	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Begins to build a collection of songs and dances. <b>(Songs for Nativity)</b></li> <li>• Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, <b>(fireworks)</b> drama, music and the visual arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. <b>(Matisse snail and Kandinsky circles)</b></li> <li>• Create collaboratively sharing ideas, resources and skills. <b>(Team Challenge)</b></li> </ul>	<b>Creating with materials ELG</b> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>		
							Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</li> <li>• Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Creates representations of both imaginary and real life ideas, events, people and objects</li> <li>• Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> </ul>	<b>Being imaginative and Expressive ELG</b> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>		