







## St Peter's CE Primary School – Reception Overview (Year A)

Area of Learning	Autumn 1 It's Good To Be Me	Autumn 2 Blast Off	Spring 1 What Shall I Wear?	Spring 2 Springtime on the Farm/Our Pets	Summer 1 Look What's Growing	Summer 2 Let's Go Wild!
<b>Possible Themes/Interests/Lines of Enquiry</b>	All about me and my family What makes me special? Where do I live? The Three Little Pigs (Traditional Tale) Autumn Autumn Walk	Autumn      Space Diwali      Night and Day Bonfire Night      Aliens (Alien visitor) Christmas/Father Christmas story Christmas around the world	Winter – weather, clothes, seasons Arctic – Contrasting location Gingerbread Man (Traditional Tale) Chinese New Year What is it like to live in China?	Pancake Day Spring and New Life Animals on the farm – life cycles Trip to Smithills Farm How to look after our pets Easter Celebrations The Enormous Turnip – (Trad Tale)	Jack and the Beanstalk (Traditional Tale) How did Jack grow his beanstalk? What's growing in the garden? What can we grow at school? Plants we can eat to keep healthy. How have we grown?	Jungle Animals/At the Zoo Pattern and camouflage Dinosaurs  Summer Transition
<b>High Focus Literacy books</b>	Three little pigs three pigs TWIST After the Storm	Bonfire Poem Goodnight Spaceman The Aliens are coming Nativity	Non- Fiction Winter The Gingerbread man The Great race	What the ladybird heard Non- Fiction -A visit to the farm Non- Fiction -On the Farm Oi dog/Oi Cat SCIENCE WEEK - A Chicken's Life	NON FICTION - Sprint time Jack and the beanstalk Jack and the beanstalk TWIST Non-Fiction - From seed to sunflower	Non Fiction - little People, Big Dreams - Queen Elizabeth Rumble in the Jungle Giraffes can't dance Dinosaurs love underpants
<b>Communication and Language</b> 	<u>Listening, attention and understanding</u> To maintain attention in whole class/groups. To turn to listen to my friends or my teacher. To listen to and then follow an instruction. To remember and join in with rhymes and stories I like.	<u>Listening, attention and understanding</u> To follow instructions using prepositions. To respond to a string of requests one after another (not quickly) To ask and respond to 'why' questions To follow a story with props and pictures. To be able to talk about family routines and special occasions.	<u>Listening, attention and understanding</u> To listen attentively in a range of situations. To listen to a whole story and comment on what is happening. To ask questions about my favourite books. To be able to play and listen to my friends at the same time. To understand how to listen carefully and why listening is important. To be able to respond quickly to a series of instructions To laugh at funny rhymes and jokes.	<u>Listening, attention and understanding</u> To begin to connect one idea or action to another using a range of connectives. To describe events in some detail. To choose a book or game that might be different from my friends and tell you why. To remember key points from a story told without props or pictures To have a conversation and respond to other children's opinions.	<u>Listening, attention and understanding</u> To listen and understand instructions while busy with another task. To maintain activity while listening. To understand how, why, where questions.	<u>Listening, attention and understanding</u> To listen and respond with relevant questions, comments, or actions. To attend to others in play. To make comments and clarify thinking with questions.
<b>On-going all year</b>	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					
	<b>ELG: Listening, attention and understanding:</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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.					
	<u>Speaking:</u> To start to link simple sentences. To use vocabulary to express imaginary events in play. To engage in imaginary role play sometimes building stories around toys and objects.	<u>Speaking:</u> To explain in simple sentences, including ordering, stating what happened and what might happen. To use tense, intonation and rhythm to enhance meaning.	<u>Speaking:</u> To explore new vocabulary, sounds and intonation. To play alongside other children engaged in the same type of imaginary play. To use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went') To ask questions to find out more and to check they understand what has been said to them. To begin to describe events in some detail.	<u>Speaking:</u> To use language to create imaginary events, storylines and themes and sustain imaginary play situations expressing themselves to friends and adults. To begin to articulate their ideas and thoughts in well-formed sentences. To use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen. To begin to retell a familiar story with more confidence and recall.	<u>Speaking:</u> To describe events in some detail. To express ideas about feelings and experiences. To articulate their ideas and thoughts in well-formed sentences. To use language to reason.	<u>Speaking:</u> To retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To speak in well-formed sentences with some detail. To use new vocabulary in different contexts. To use past, present, and future tenses in conversation with peers and adults. To use conjunctions to extend and articulate their ideas.
<b>On-going all year</b>	Learn and use new vocabulary in different contexts. Listen to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding.					
	<b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					


<b>PSE - Managing Self</b>	To select and use activities and resources with help. To enjoy the responsibility of carrying out small tasks. Tobe confident to talk to other children when playing, and will communicate freely about my home and community. To independently organise belongings in the morning. To be able to manage personal hygiene.	To be more outgoing towards unfamiliar people and more confident in new social situations. To show confidence in asking adults for help To welcome and value praise for what I have done.	To willingly participate in a wide range of activities. To show enthusiasm and excitement when anticipating and engaging in certain activities. To be confident in speaking in front of a small group. To see themselves as a valuable individual.	To be confident to speak to others about own needs, wants, interests and opinions To be able to describe myself in positive terms and talk about my abilities To show resilience and perseverance in the face of challenge.	To consolidate and embed all objectives and work towards achieving the ELGs (see below)	
	<b><u>ELG: Managing Self</u></b> <b>Children at the expected level of development will:</b> <b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</b> <b>Explain the reasons for rules, know right from wrong and try to behave accordingly;</b> <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b>					
<b>PSE - Self Regulation</b> 	To be aware of my own feelings and know that some actions and words can hurt others’ feelings.  To be able to accept the needs of others and I can take turns and share resources, sometimes with support from others.	To be able to tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.   				

<div>Physical Development</div> <div></div> <div>Gross Motor Skills</div>	<div>GET SET 4 PE (UNIT 2) - RECEPTION</div> <div>INTRODUCTION TO PE - UNIT 2</div> <div>Physical Skills: moving safely, running, jumping, catching, throwing, rolling.</div> <div>Social Skills: Sharing and taking turns, encouraging and supporting others, responsibility.</div> <div>Emotional Skills: honesty and fair play, confidence, perseverance</div> <div>Thinking Skills: decision making, understanding and using rules</div> <div>In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.</div>	<div>GET SET 4 PE (UNIT 2) - RECEPTION</div> <div>FUNDAMENTALS OF PE - UNIT 2</div> <div>Physical Skills: hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running.</div> <div>Social Skills: Working safely, responsibility, working with others</div> <div>Emotional Skills: managing emotions, challenging myself</div> <div>Thinking Skills: Selecting and applying actions</div> <div>In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</div>	<div>GET SET 4 PE (UNIT 2) - RECEPTION</div> <div>GYMNASTICS - UNIT 2</div> <div>Physical Skills: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling.</div> <div>Social Skills: Leadership, taking turns, helping others</div> <div>Emotional Skills: determination</div> <div>Thinking Skills: selecting and applying skills, creating sequences</div> <div>In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</div>	<div>GET SET 4 PE (UNIT 2) - RECEPTION</div> <div>DANCE - UNIT 2</div> <div>Physical Skills: travelling, copying and performing actions, balance, coordination</div> <div>Social Skills: respect, cooperating with others</div> <div>Emotional Skills: working independently, confidence</div> <div>Thinking skills: counting, observing and providing feedback, selecting and applying actions</div> <div>In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore travelling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</div>	<div>GET SET 4 PE (UNIT 2) - RECEPTION</div> <div>BALL SKILLS - UNIT 2</div> <div>Physical Skills: rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball</div> <div>Social Skills: co-operation, sharing and taking turns</div> <div>Emotional Skills: determination</div> <div>Thinking Skills: using tactics, decision making</div> <div>In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</div>	<div>GET SET 4 PE (UNIT 2) - RECEPTION</div> <div>GAMES - UNIT 2</div> <div>Physical Skills: running, changing direction, striking a ball</div> <div>Social Skills: communication, co-operation, taking turns, respect, supporting and encouraging others</div> <div>Emotional Skills: honesty, managing emotions, perseverance</div> <div>Thinking Skills: using tactics</div> <div>In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</div>
	<div>ELG: Gross Motor Skills</div> <div>Children at the expected level of development will:</div> <div>Negotiate space and obstacles safely, with consideration for themselves and others.</div> <div>Demonstrate strength, balance and coordination when playing.</div> <div>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</div>					
Fine motor Skills	<div>To preferable use a two finger and thumb grip with come control.</div> <div>To be able to use a pincer grasp.</div> <div>To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</div>	<div>To make an attempted use of a tripod grip</div> <div>To develop their small motor skills so that they can use a range of tools competently, safely and confidently.</div>	<div>To use a tripod grip with growing control</div>	<div>To use a tripod grip with good control</div>	<div>To use a tripod grip with good control</div>	<div>To use a tripod grip with good control</div>
	<div>ELG: Fine Motor Skills</div> <div>Children at the expected level of development will:</div> <div>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</div> <div>Use a range of small tools, including scissors, paint brushes and cutlery;</div> <div>Begin to show accuracy and care when drawing</div>					

<div>Literacy</div> <div></div>	<div>Comprehension:</div> <div>To listen and enjoy sharing a range of books. To hold a book correctly, handle with care. To know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. To know that text in English is read top to bottom and left to right. To know the difference between text and illustrations. To recognise some familiar words in print, e.g., own name or advertising logos. To enjoy joining in with rhyme, songs and poems. To explain in simple terms what is happening in a picture in a familiar story. To complete a repeated refrain in a familiar rhyme, story or poem being read aloud. To be able to tell a story to friends. To be able to talk about my favourite book.</div>	<div>Comprehension:</div> <div>To experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. To respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. To make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. To sequence events from a familiar story, using puppets, pictures from book or role-play. Play is influenced by experience of books (small world, role play). To use picture clues to help read a simple text. To make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. To express a preference for a book, song or rhyme, from a limited selection. To be able to read simple words</div>	<div>Comprehension:</div> <div>To show understanding of some words and phrases in a story that is read aloud to them. To innovate a well-known story with support. To be able to talk about events and characters in books. To make suggestions about what might happen next in a story. To use vocabulary and events from stories in my play. To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  To be able to read <b>simple phrases</b>.</div>	<div>Comprehension:</div> <div>To retell stories in the correct sequence, draw on language patterns of stories. With prompting, be able to show understanding of many common words and phrases in a story that is read aloud to them. To suggest how an unfamiliar story read aloud to them might end. To give a simple opinion on a book they have read, when prompted. To be able to read <b>simple phrases</b>.</div>	<div>Comprehension:</div> <div>To correctly sequence a story or event using pictures and/or captions. To know the difference between different types of texts (fiction, nonfiction, poetry) To make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. To recall the main points in text in the correct sequence, using own words and include new vocabulary. To be able, when prompted, to say whether they liked or disliked a book, and give a simple justification or make a relevant comment To be able to read <b>simple sentences</b>.</div>	<div>Comprehension:</div> <div>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.  To be able, with prompting, to sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</div>
	<div>ELG: Comprehension</div> <div>Children at the expected level of development will: -</div> <div>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</div> <div>Anticipate – where appropriate – key events in stories;</div> <div>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play</div>					
	<div>Word Reading:</div> <div>To hear general sound discrimination and be able to orally blend and segment.  To join in with rhymes and stories.  To join in with the rhythm of well known rhymes and songs.  To recognise my own name.  To identify sounds in words, in particular, initial sounds.</div>	<div>Word Reading:</div> <div>To read individual letters by saying the sounds for them.  To blend sounds into words, so that they can read <b>CVC</b> words made up of known letter-sound correspondences.  To read a few common exception words matched to the school’s phonic programme.  To link sounds to letters in the alphabet.</div>	<div>Word Reading:</div> <div>To read <b>simple phrases</b> made up of words with known letter–sound correspondences and, where necessary, a few exception words.  To be able to identify rhymes.  To be able to find my own rhymes  To read more common exception words matched to the school’s phonic programme.</div>	<div>Word Reading:</div> <div>To read <b>simple sentences</b> made up of words with known letter–sound correspondences and, where necessary, a few exception words.</div>	<div>Word Reading:</div> <div>To read some tricky words from Phase 4 e.g. said, like, have, so.  To re-read what they have written to check that it makes sense.</div>	
On going	<div>The 5 Key Principles of Reading: 1. Has meaning 2. Different purpose 3. Read English from left to right/top to bottom 4. Name different parts of a book 5. Sequence familiar stories through use of pictures to tell a story.</div> <div>Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</div> <div>Children will read books consistent with their phonic knowledge.</div>					
	<div>ELG: Word Reading</div> <div>Children at the expected level of development will:-</div> <div>Say a sound for each letter in the alphabet and at least 10 digraphs;</div> <div>Read words consistent with their phonic knowledge by sound-blending;</div> <div>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</div>					
Phonics Supersonic Phonic Friends	<div>Phase 1/2</div> <div>To hear general sound discrimination, identify rhythm, rhyme, and alliteration and be able to orally blend and segment simple words.</div>	<div>Phase 2 (x2)</div> <div>Tricky Tess Words I, no, to, go, the, into</div>	<div>Phase 3</div> <div>Tricky Tess words He, she, we, me, be, has, his, off, as, is, us, was, my, you, they, her, are, all</div>	<div>Phase 3 (x2)</div>	<div>Phase 3 (inc consolidation)</div>	<div>Phase 4 (inc consolidation)</div>

<div>Literacy</div> <div></div>	<b>Emergent writing:</b> To develop listening and speaking skills in a range of contexts. To be aware that writing communicates meaning. To give meaning to marks they make. To understand that thoughts can be written down. To use writing in play. To write their name, copying it from a name card or try to write it from memory.	<b>Emergent writing:</b> To copy adult writing behaviour e.g. writing on a whiteboard, writing messages. To make and draw using increasing control. To know there is a sound/symbol relationship. To use some recognisable letters and own symbols. To use appropriate letters for initial sounds.	<b>Emergent writing:</b> To build words using letter sounds in writing. Write own name independently	<b>Emergent writing:</b> To grow in confidence in exploring writing.	<b>Emergent writing:</b> To continue to build on knowledge of letter sounds to build words in writing. To use familiar words in their writing. To reread their writing	<b>Emergent writing:</b> To show awareness of the different audience for writing. To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
	<b>Composition:</b> To use talk to organise, describe events and experiences.	<b>Composition:</b> To use talk to link ideas, clarify thinking and feelings. To understands that thoughts and stories can be written down. To begin to write CVC words - phonic phrase related	<b>Composition:</b> To orally compose a <b>phrase</b> and hold it in memory before attempting to write it. To recognise that after a word there is a space.	<b>Composition:</b> To orally compose a <b>sentence</b> and hold it in memory before attempting to write it	<b>Composition:</b> To write a <b>simple sentence</b> with a full stop. To use familiar words in their writing ie “tricky words” To develop their OWN IDEAS.	<b>Composition:</b> To write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. To write different text forms for different purposes (e.g. lists, stories, instructions). To begin to discuss features of their own writing E.g. what kind of story have they written. TALK FOR WRITING FIRST NEXT THEN FINALLY
	<b>Spelling:</b> To orally segment sounds in simple words. To orally spell VC and CVC words by identifying the <b>initial</b> sounds. To recognise a capital letter at the start of my name	<b>Spelling:</b> To spell to write VC and CVC words independently using Phase 2 graphemes.	<b>Spelling:</b> To spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. To spell some irregular common (tricky) words e.g. the, to, no, go independently.		<b>Spelling:</b> To spell words by drawing on knowledge of known grapheme correspondences. To make phonetically plausible attempts when writing more complex unknown words.	<b>Spelling:</b> To spell words by drawing on knowledge of known grapheme correspondences. To make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC To spell irregular common (tricky) words e.g., he, she, we, be, me independently.
	<b>Handwriting:</b> To know that print carries meaning and in English, is read from left to right and top to bottom. To begin to form letters in print form using modelled image/rhyme.	<b>Handwriting:</b> To show a dominant hand. To form letters from their name correctly.  To begin to form letters in print form using modelled rhyme.	<b>Handwriting:</b> To write from left to right and top to bottom. To begin to form recognisable letters to communicate meaning To form letters in print form using modelled image/rhyme.	<b>Handwriting:</b> To know how to form clear ascenders and descenders.  To form letters in print form using modelled rhyme.	<b>Handwriting:</b> To form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. To begin to use cursive script (if ready)	<b>Handwriting:</b> To use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.  To begin to use cursive script.
	<b>ELG: Writing</b> <b>Children at the expected level of development will: -</b> <b>Write recognisable letters, most of which are correctly formed;</b> <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</b> <b>Write simple phrases and sentences that can be read by others</b>					
	<b>Possible writing opportunities</b>	<b>Simple story map</b> <b>Design a woodland house</b>	<b>Create your own alien</b> <b>Simple storyboard</b> <b>Letter to Santa</b>	<b>Detailed Storyboard</b> <b>Simple phrases linked to characters</b>	<b>Labelled map</b> <b>Simple phrases from characters/facts</b> <b>Simple rhyme oi .... sit on a .....</b>	<b>description</b> <b>simple instructions</b>
<div>Fine motor</div> <div></div>	To preferably use of a two finger and thumb grip with come control.  To use a pincer grasp.  To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	To attempt to use a tripod grip  To develop their small motor skills so that they can use a range of tools competently, safely and confidently.	To use a tripod grip with growing control	Use a tripod grip with good control		
	<b>Children will develop their fine 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 spoon</b>					




<div>Mathematics</div> <div>NUMBER /NUMERICAL PATTERNS</div> <div></div>	<p>Provide opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>-Key times of day, class routines. -Exploring the continuous provision inside and out. Where do things belong?</p> <p>BASELINE ASSESSMENT</p> <p>To use positional language To join in with counting rhymes and songs. To count objects, actions and sounds. To classify objects based on one attribute. To match equal and unequal sets. To be able to compare objects and sets. To begin to subitize objects. To order objects and sets. To begin to recognise some numbers.</p>	<p>To link numeral with its cardinal number value. 1 – 3 To count and represent the numbers 1 -3. To estimate and check by counting. To recognise numbers in the environment 1-3. To explore the composition of numbers to 3. To count up to 5 objects. To recognise numbers to 5 To order numbers 1-5 To understand the conservation of numbers within 5. To understand the ‘one more than’one less than’ relationship between consecutive numbers.</p>	<p>To count objects, actions and sounds up to 10. To introduce the concept of zero. To subitize (up to 5) To link the number symbol (numeral) with its cardinal number value. To compare numbers to 5. To explore the composition of numbers to 5. To link the numeral with its cardinal number value (6, 7, 8). To compare numbers to 8. To explore the composition of numbers 6, 7, 8. To understand the ‘one more than/one less than’ relationship between consecutive numbers. To begin to understand ‘pairs’ To begin to do simple addition by combining two groups.</p>	<p>To count objects, actions and sounds up to 10. To continue to develop subitizing skills. To link the numeral with its cardinal number value (9 and 10). To compare numbers to 10. To use the vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well as modelling them. To explore the composition of numbers to 9 and 10. To understand the ‘one more than/one less than’ relationship between consecutive numbers. To count and share in equal groups. To explore doubles of numbers up to 5.</p>	<p>To count beyond 10 using rhymes. To count objects beyond 10. To build and identify numbers to 20 using a range of practical resources eg. 10 frames, numicon. To count on and back from different starting points. To order a sequence of numbers. To investigate 100 using sets of 10. To understand the quantity of a group can be changed by adding more. To use ‘first, then, now’ to describe addition. To understand the quantity of a group can be changed by taking away. To encourage children to illustrate number stories using 10 frames, number lines and fingers. To use rhymes/songs to help children understand addition and subtraction.</p>	<p>To understand that ‘double’ means ‘twice as many’ To encourage children to explore and investigate ‘doubling’ and ‘halving’. To recognise and make ‘equal groups’. To be able to share objects into equal groups. To solve problems involving sharing. To understand that some quantities will not share equally in two. To explore ‘odd’ and ‘even’ using different quantities of objects. To encourage children to engage in problem-solving and critical thinking (linked to stories or play-based activities) To encourage children to review and discuss their strategies. To explore relationships between numbers and shapes. To describe and continue more challenging patterns.</p>
	<p><b>ELG: Number:</b> <b>Have a deep understanding of number to 10, including the composition of each number.</b> <b>Subitise (recognise quantities without counting) up to 5.</b> <b>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.</b> <b>ELG Numerical Patterns:</b> <b>Verbally count beyond 20, recognising the pattern of the counting system.</b> <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</b> <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</b></p>					
<div>MEASURE, SHAPE AND SPATIAL THINKING</div>	<p>To provide opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines.</p> <p>Exploring the continuous provision inside and out. Where do things belong?</p> <p>BASELINE ASSESSMENT</p> <p>To understand and use positional Language To continue, copy and create repeating patterns using colour and size. To compare length, weight and capacity.</p>	<p>To describe and sort 2D shapes (circles and triangles) To select, rotate and manipulate shapes to develop spatial reasoning skills. To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. To describe position using positional language. To describe and sort 2D shapes (with 4 sides). To know the order of the days of the week. To begin to understand the order of the seasons. To sequence daily events.</p>	<p>To compare mass by holding items. To compare mass using balances. To use vocabulary of mass (heavy, heavier, heaviest, light, lighter, lightest) To compare capacity. To understand full, empty, half-full, nearly full/empty. To compare directly by pouring from one container to another. To compare by counting how many smaller containers fill the larger. To compare length and height of objects. To use correct vocabulary (eg ‘taller’ for height and ‘longer’ for length) To use objects to measure and compare length and height (eg how many blocks tall?) To describe when events happen using correct vocabulary (eg. Now, next, then, before, after) To use ‘yesterday, today, tomorrow’ to describe when events happen. To use different methods of recording time</p>	<p>To compose and decompose shapes so that children recognise a shape can have other shapes within it. To use 3D shapes to build and use in play. To sort 3D shapes according to properties. To use 3D shapes appropriately. To begin to name some 3D shapes. To continue, copy and create repeating patterns. To explore patterns in the environment and in their own creations.</p>	<p>To select and rotate shapes to fit a space (more challenging jigsaws) To match arrangements of shapes and use positional language to describe where shapes are in relations to each other. To copy and create pictures using shapes. To understand shapes can be combined and separated to make new shapes. To explore arrangements of shapes using tangrams.</p>	<p>To use positional language to describe where objects are in relation to each other. To encourage children to replicate simple models/constructions. To recreate places they have been or seen in stories using loose parts (simple maps) To follow instructions to create models/pictures. To develop simple mapping skills. To provide opportunities to observe and discuss simple maps. To create own maps to represent familiar places.</p>
<div>On-going throughout the year in continuous provision</div>	<p><i>Link the number symbol with its cardinal number value.</i> <i>Count beyond ten. Compare numbers</i> <i>Understand the ‘one more/one less than’ relationship between consecutive numbers.</i> <i>Compare length, weight, and capacity.</i> <i>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</i> <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i> <i>Continue, copy, and create repeating patterns.</i></p>					



	<b>Geography Focus:</b> -To draw information from a simple map. (local area) - To draw a simple map of my walk to school -To explore Google Earth and look for familiar landmarks -To talk about changes in their immediate environment (seasonal changes)	<b>Geography Focus:</b> -To explore Google Earth and look for familiar landmarks (space)	<b>Geography Focus:</b> -To recognise some similarities and differences between life in this country and in other countries (China and The Arctic ) -To explain similarities and differences between life in this country and life in other countries (China) drawing on knowledge from stories, non-fiction texts and maps	<b>Geography Focus:</b> -To draw information from a simple map. (What the Ladybird Heard) -To talk about how familiar environments might vary from one another. (farm/city) -To show a good understanding of the roles of different members of society eg. Farmer, vets	<b>Geography Focus:</b>	<b>Geography Focus:</b>
UW GEOG VOCABULARY	maps, compass, left, right St Peter's, radcliffe, bury, home, holiday	constellations, planets, earth, solar system, home, away	CHINA - great wall, Himalayas, mount Everest, population ARTIC - same, different, iceberg, north pole, snow, frozen, freezing	map, compass FARM - barn, farmhouse, crops, animals CITY - noisy, buildings, traffic, transport ROLES - poorly/illness FARMER - farm animals VET - pets, X-ray	castle, cottage, gold	
	<b>ELG: To describe the immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.</b> <b>ELG: To explain similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</b> <b>ELG: To recognise some similarities and differences between different religions and cultural communities in this country, drawing on what has been read in class</b>					
	<b>Science Focus:</b> -To show care and concern for living things and the environment. <b>-To explore the natural world, making observations and drawing pictures of animals. (ELG)</b>	<b>Science Focus:</b> -To recognise some environments that are different to the one in which they live. (the moon/space)	<b>Science Focus:</b> -To recognise some environments that are different to the one in which they live. <b>-To 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. (polar regions) - ELG</b> -To talk about why things happen and how things work. (boats/ice) <b>-To understand some important processes and changes in the natural world around them, including changing states of matter (ice/show) ELG</b>	<b>Science Focus:</b> -To show care and concern for living things and the environment. -To start to develop an understanding of growth, and changes over time. <b>-To explore the natural world, making observations and drawing pictures of animals. (ELG)</b>  <b>SCIENCE WEEK - help the Easter Bunny keep his eggs from breaking</b>	<b>Science Focus:</b> <b>-To explore the natural world, making observations and drawing pictures of plants. (ELG)</b> -To start to develop an understanding of growth, decay and changes over time. (Focus on planting seeds and beans)	<b>Science Focus:</b> -To show care and concern for living things and the environment. <b>-To explore the natural world, making observations and drawing pictures of animals. (ELG)</b>
UW SCIENCE VOCABULARY	<b>AUTUMN -</b> weather, leaves, colours, harvest, windy, tractor, pumpkin, hedgehog, squirrel, dandelion, breeze, crunchy, shiny, crisp, smooth, spiky, conkers, acorns <b>FRUIT:</b> smooth, lumpy, rough, peel, seeds, sweet, sour, juicy		<b>WINTER -</b> weather, cold, freezing, ice, snow, frost, melt, frozen, snowflake, hail, igloo, chilly, crystal, glistening, delicate, gloves, scarf, hat, woolly, jumper.	<b>SPRING -</b> weather, cloudy, flowers, buds, shoots, daffodils, tulips, baby animals names, sunshine, rain, rainbow, hatch, seeds, bulbs, breezy <b>Habitat:</b> woodland, trees, roots, leaves, dens, nests, burrows, woodland animals, <b>Easter:</b> melting, hard, solid, liquid, change		<b>SUMMER -</b> weather, hot, warm, sunny, holiday, beach, sunhat, sun cream, seaside, Habitats: rock pool, sea, beach, sand, crabs, fish, shell, seaweed, fins, tail, pincer litter, pollution, plastic
On-going throughout the year	<b>To understand the effect of changing seasons on the natural world around them.</b> <b>Working Scientifically:</b> -To ask questions about aspects of their familiar world such as a place where they live or the natural world. -To be able to describe what they see, hear and feel whilst outside.					



<div>Expressive Arts and Design</div> <div>Being Imaginative and Expressive</div> <div></div>	<p><b>Singing:</b></p> <p>To join in with dancing and ring games. To join in with singing a few familiar songs. To know and join in with some nursery rhymes or favourite songs and poems.</p> <p><b>Songs:</b></p> <p>Head, Shoulders, Knees and Toes Happy and you know it Nicky, Nacky, Nocky, Noo The Monster Song Harvest songs</p>	<p><b>Singing:</b></p> <p>To sing to myself and make up simple songs. To sing familiar songs by heart. To learn new songs, matching the melody and singing along with others. To perform familiar sings/rhymes in small groups.</p> <p><b>Songs:</b></p> <p>Spaceman Sid Space – if I had a rocket Nativity Songs</p>	<p><b>Singing:</b></p> <p>To join in with pitch-matching singing games. To learn new songs, matching the melody and singing along with others. To perform familiar sings/rhymes in small groups.</p> <p><b>Songs:</b></p> <p>Bop Wop a Doo Wake up Shake up ‘There’s A Bear in the fridge’ Dragon Dance (Chinese New Year)</p>	<p><b>Singing:</b></p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>Songs:</b></p> <p>Old MacDonald had a farm My dog Sam Spring Chicken It’s a beautiful day in springtime</p>	<p><b>Singing:</b></p> <p>To sing in a group or solo, increasingly matching the pitch and following the melody.</p> <p><b>Songs:</b></p> <p>A tiny seed is growing You are my sunshine Wiggly Woo Put on a smile</p>	<p><b>Singing:</b></p> <p>To sing in tune and to the correct beat To know a wide variety of nursery rhymes and school songs To perform familiar sings/rhymes to a larger audience.</p> <p><b>Songs:</b></p> <p>Down in the Jungle I Once saw an elephant We’re going to the zoo The Brontosaurus Stomp</p>
	<p><b>Charanga</b></p> <p>‘Me’</p>	<p><b>Charanga</b></p> <p>‘My Stories’</p>	<p><b>Charanga</b></p> <p>‘Everyone’</p>	<p><b>Charanga</b></p> <p>‘Our World’</p>	<p><b>Charanga</b></p> <p>‘Big Bear Funk’</p>	<p><b>Charanga</b></p> <p>‘Reflect, Rewind and Replay’</p>
	<p><b>Music/Instruments:</b></p> <p>To begin to move rhythmically. To be able to talk about the different sounds they make (e.g. loud, quiet, bombing, banging, high pitched) To tap out simple repeated rhythms. To listen to music from different cultures, faiths and countries</p>	<p><b>Music/Instruments:</b></p> <p>To create own movements in response to music. To explore and learn how sounds can be changed. To keep a beat using a musical instrument or body percussion. To copy rhythms on a range of instruments. To listen to music from different cultures, faiths and countries</p>	<p><b>Music/Instruments:</b></p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses. To listen to music from different cultures, faiths and countries</p>	<p><b>Music/Instruments:</b></p> <p>To use different rhythms and timing in their performances. To create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. To discuss changes or patterns they hear when listening to music, e.g. “It starts slowly but gets faster and faster”.</p>	<p><b>Music/Instruments:</b></p> <p>To explore and engage in music making and dance, performing solo or in small groups. To listen to music from different cultures, faiths and countries To begin exploring how we can change a song/rhyme (e.g., the words, tempo, volume) to create a desired effect. To begin to recognise some instruments in music</p>	<p><b>Music/Instruments:</b></p> <p>To make up their own music/songs and perform to a group. To listen to music from different cultures, faiths and countries To be able to recognise some instruments in music To create sound effects</p>
	<p><b>Drama/Dance/Narrative:</b></p> <p>To imitate movement in response to music. To engage in imaginative role play passed on own first-hand experiencTo take part in the group re-telling of a well-known story. To develop storylines through small-world or role-play.</p>	<p><b>Drama/Dance/Narrative:</b></p> <p>To develop storylines in pretend play. To suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. To retell parts of familiar stories through use of puppets, toys, masks or small-world.</p>	<p><b>Drama/Dance/Narrative:</b></p> <p>To use movement to express feelings. To develop imaginative story lines in my pretend play using a wide range of props. To begin to develop preferences for forms of expression.</p>	<p><b>Drama/Dance/Narrative:</b></p> <p>To be able to adapt well known stories either with my peers or with a teacher.</p>	<p><b>Drama/Dance/Narrative:</b></p> <p>To create more complex narratives in their pretend play, building on the contributions of their peers.</p>	<p><b>Drama/Dance/Narrative:</b></p> <p>To be able to watch and talk about dance and performance art, expressing their feelings and responses. To develop preferences for forms of expression.</p>
	<p><b>ELG: Being Imaginative and Expressive</b></p> <p><b>Children at the expected level of development will:</b></p> <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>					

<div>Expressive Arts and Design</div> <div>Creating with Materials</div> <div></div>	<b>Art Focus: Drawing/Sketching</b> -To develop and practice different line types, eg. wavy, curved, straight, thick, thin <b>ARTIST - Piet Mondrian</b> -To make simple representations of familiar objects, people and events. -Use drawing to tell a story and represent their own ideas and thoughts. (story maps)	<b>Art Focus: Drawing/Sketching</b> To make simple representations of familiar objects, people and events. -Use drawing to tell a story and represent their own ideas and thoughts. (story maps)	<b>Art Focus:-Drawing/Sketching</b> To make simple representations of familiar objects, people and events. -Use drawing to tell a story and represent their own ideas and thoughts. (story maps)	<b>Art Focus:-Drawing/Sketching</b> To make simple representations of familiar objects, people and events. -To begin IT programmes to draw and create a picture eg. 2simple/2paint	<b>Art Focus:-Drawing/Sketching</b> To make simple representations of familiar objects, people and events. -To begin IT programmes to draw and create a picture eg. 2simple/2paint	<b>Art Focus:-Drawing/Sketching</b> To make simple representations of familiar objects, people and events. -To begin IT programmes to draw and create a picture eg. 2simple/2paint
	<b>Art Focus: Painting</b> -To name and recognise primary colours. -To explore what happens when they mix colours.	<b>Art Focus: Painting</b> -To explore what happens when they mix colours. -To name some secondary colours.	<b>Art Focus: Painting</b> -To experience two different paint types (eg, poster and water colours)	<b>Art Focus: Painting</b>	<b>Art Focus: Painting</b> -To experience two different paint types (eg, poster and water colours) <b>Artist: Vincent Van Gogh (Sunflowers)</b>	<b>Art Focus: Painting</b>
	<b>Art Focus: 3D Sculpture</b> -To manipulate materials to achieve a planned effect. -To cut shapes using scissors. -To cut shapes using other modelling tools (playdough tools)	<b>Art Focus: 3D Sculpture</b> -To manipulate materials to achieve a planned effect. -To build a construction/structure using a variety of natural materials and objects (Autumn animal homes) -To cut shapes using scissors. -To cut shapes using other modelling tools (playdough tools)	<b>Art Focus: 3D Sculpture</b> -To manipulate materials to achieve a planned effect. -To cut shapes using scissors. -To cut shapes using other modelling tools (playdough tools)	<b>Art Focus: 3D Sculpture</b> -To manipulate materials to achieve a planned effect. -To cut shapes using scissors. -To cut shapes using other modelling tools (playdough tools)	<b>Art Focus: 3D Sculpture</b> -To manipulate materials to achieve a planned effect. -To cut shapes using scissors. -To cut shapes using other modelling tools (playdough tools) CLAY FLOWERS	<b>Art Focus: 3D Sculpture</b> -To manipulate materials to achieve a planned effect. -To complete one clay project (Wild Animals) -To cut shapes using scissors. -To cut shapes using other modelling tools (clay tools)
	<b>Art Focus: Printing and I.T.</b> -To explore using digital resources, including the internet and 2Simple (portraits)	<b>Art Focus: Printing and I.T.</b> -To use stencils to create a picture (Rangoli patterns)	<b>Art Focus: Printing and I.T.</b> -To explore using digital resources, including the internet and 2Simple (winter pics)	<b>Art Focus: Printing and I.T.</b>	<b>Art Focus: Printing and I.T.</b> -To use stencils to create a picture (flowers)	<b>Art Focus: Printing and I.T.</b> -To explore using digital resources, including the internet and 2Simple (wild animals)
	<b>Art Focus: Collage and Textiles</b> -To understand that different media can be combined to create new effects. -To safely use and explore a variety of materials, tools and techniques.	<b>Art Focus: Collage and Textiles</b> -To understand that different media can be combined to create new effects. -To safely use and explore a variety of materials, tools and techniques.	<b>Art Focus: Collage and Textiles</b> -To understand that different media can be combined to create new effects. -To safely use and explore a variety of materials, tools and techniques.	<b>Art Focus: Collage and Textiles</b> -To understand that different media can be combined to create new effects. -To safely use and explore a variety of materials, tools and techniques. <b>ARTIST - Julia Monks (illustrator of What the ladybird heard) EXHIBITION</b>	<b>Art Focus: Collage and Textiles</b> -To understand that different media can be combined to create new effects. -To safely use and explore a variety of materials, tools and techniques.	<b>Art Focus: Collage and Textiles</b> -To understand that different media can be combined to create new effects. -To safely use and explore a variety of materials, tools and techniques.
	<b>ELG: Creating with Materials</b> <b>Children at the expected level of development will:</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories					