**Reception Curriculum Overview**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **PSED**  NC links PSHE | Me and my relationships | Valuing Difference | Keeping Myself Safe | Rights and Responsibilities | Being my Best | Growing and Changing |
| **PSED**  No Outsiders/RSE | No Outsiders lesson 1 – To say what I think | No Outsiders lesson 2 – To understand that it’s ok to like different things | No Outsiders lesson 3 – To make friends with someone different | No Outsiders lesson 4 – To understand that all families are different | No Outsiders lesson 5 – To celebrate my family | Christopher Winter Project |
| **PD**  NC links PE | Movement skills | Dance | Gymnastics | Ball skills | Multi-skills | Athletics |
| **Literacy**  Pathways to Write Texts | The Gingerbread Man by Mara Alperin | |  | | --- | | I’m Going to Eat this Ant  by Chris Naylor-Ballesteros | | |  | | --- | | Naughty Bus  by Jan and Jerry Oke | | |  | | --- | | The Journey Home by Emma Levey | | |  | | --- | | The Whale who wanted More  by Rachel Bright | | |  | | --- | | Supertato  by Sue Hendra | |
| **Mathematics** | Getting to Know You  Just Like Me | It’s me 1 2 3  Light and Dark | Alive in 5  Growing 6, 7, 8 | Building 9 and 10 | To 20 and Beyond  First Then Now | Find my pattern  On the Move |
| **UTW**  NC links Science |  | At our School |  | On the Farm |  | Our Wonderful World |
| **UTW**  NC link Geography | All about Me | At our School | Our local area | On the Farm | Human Impact | Our Wonderful World |
| **UTW**  NC links History | All about Me | At our School | Our local area | On the Farm | Human Impact | Our Wonderful World |
| **UTW**  NC links RE | Why do Christians go to church?  Harvest focus | How do Christians have special ways of welcoming babies?  Christmas focus Why was Jesus’ birth special? | How did Jesus show friendship to others?  Exploring the beauty of the world | Which times are special for Christians?  Easter | How do Christians look after the world? | Why do people of faith have special books? |
| **EAD**  NC links D&T |  | Making mini-beasts (junk modelling) |  |  | Having a celebration  (food) | Construction kits |
| **EAD**  NC links Art | Painting | Printing | Collage | Drawing | Textiles | Sculpture |
| **EAD**  NC links Music | Me! | My Stories | Everyone | Our World | Big Bear Funk | Reflect, Rewind & Replay |
| **Whole School Focus Days/Weeks** |  | PSHE: Anti-Bullying Week  Remembrance Day |  | Literacy: World Book Day  Computing/PSHE: Safer Internet |  | PE: Sports Day  PSHE: Refugee Week  PSHE: Moving Up Day  Literacy: Poetry at heart day |
| **Enrichment Activities** |  | PSHE: Life Education Bus  Christmas Civic Hall Visit  Nativity Play | Chinese New Year |  |  |  |

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| **Personal, Social and Emotional Development (PSED)**  NC links PSHE | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| PSHE | Me and my relationships | Valuing Difference | Keeping Myself Safe | Rights and Responsibilities | Being my Best | Growing and Changing |
| Coram Scheme | What makes me special  People close to me  Getting help | Similarities and difference  Celebrating difference  Showing kindness | Keeping my body safe  Safe secrets and touches  People who help to keep us safe | Looking after things: friends, environment, money | Keeping my body healthy – food, exercise, sleep  Growth Mindset | Cycles  Life stages  Girls and boys – similarities and difference |
| No Outsiders scheme | No Outsiders lesson 1 – To say what I think  ‘You Choose’  Nick Sharratt and Pippa Goodheart | No Outsiders lesson 2 – To understand that it’s ok to like different things  ‘Red Rockets and Rainbow Jelly’  Nick Sharratt and Sue Heap | No Outsiders lesson 3 – To make friends with someone different  ‘Blue Chameleon’  Emily Gravett | No Outsiders lesson 4 – To understand that all families are different  The Family Book’  Todd Parr | No Outsiders lesson 5 – To celebrate my family  ‘Mommy, Mama and Me’  Leslea Newman and Carol Thompson |  |
| Relationships and Sex Education |  |  |  |  |  | Christopher Winter Project |
| 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.** | | | | | | |
| Learning Intentions | • Talk about similarities and differences.  • Name special people in their lives.  • Describe different feelings.  • Identify who can help if they are sad, worried or scared.  • Identify ways to help others or themselves if they are sad or worried. | Be sensitive towards others and celebrate what makes each person unique.  • Recognise that we can have things in common with others.  • Use speaking and listening skills to learn about the lives of their peers.  • Know the importance of showing care and kindness towards others.  • Demonstrate skills in building friendships and cooperation. | Be sensitive towards others and celebrate what makes each person unique.  • Recognise that we can have things in common with others. • Use speaking and listening skills to learn about the lives of their peers.  • Know the importance of showing care and kindness towards others.  • Demonstrate skills in building friendships and cooperation. | • Understand that they can make a difference.  • Identify how they can care for their home, school and special people.  • Talk about how they can make an impact on the natural world.  • Talk about similarities and differences between themselves.  • Demonstrate building relationships with friends. | • Feel resilient and confident in their learning.  • Name and discuss different types of feelings and emotions.  • Learn and use strategies or skills in approaching challenges.  • Understand that they can make healthy choices.  • Name and recognise how healthy choices can keep us well. | Understand that there are changes in nature and humans.  • Name the different stages in childhood and growing up.  • Understand that babies are made by a man and a woman.  • Use the correct vocabulary when naming the different parts of the body.  • Know how to keep themselves safe. |
| Objectives Linked to Development Matters (throughout the year) | See themselves as a valuable individual. | Identify and moderate their own feelings socially and emotionally  Think about the perspectives of others. | Express their feelings and consider the feelings of others  Manage their own needs | Build constructive and respectful relationships.  Show resilience and perseverance in the face of challenge | ELG:  Self-Regulation  \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  \*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  \*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.  Managing self  \*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  \*Explain the reasons for rules, know right from wrong and try to behave accordingly.  \*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Building Relationships  \*Work and play cooperatively and take turns with others.  \*Form positive attachments to adults and friendships with peers.  \*Show sensitivity to their own and to others’ needs. | |
| Key Vocabulary | Different  effort  emojis  family  favourite  feelings  friends  happy  help  helpful  kind  practice  sad  same  special  special people | different  dislikes  family  favourite  friendship  home  kind  kindness  likes  new friend  same  special  unkind | address  adult  chemist  cuddle  detective  doctor  food  fresh air  grown up  keep clean  keep safe  medicine  safe  sleep  tell  trust  tummy feelings  uncomfortable  unsafe  water  worried | be alone  buy  caring  cost  electricity  environment  family  friends  help each other  helpful  litter  look after  money  pay  pollution  recycling  responsibility  safe place  save  shop  working together | bounce back  calm  dairy  encourage  energy  exercise  food  fruit  grow  healthy  heart  muscles  routine  sleep  try  try again  vegetable  wash | adult  autumn  baby  care  child  cycle  family  grow  growing  life cycles  love  old age  penis  private parts  seasons  spring  summer  teenager  vulva  winter |

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| **Physical Development (PD)**  NC links Physical Education (PE) | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| PE | Movement skills | Dance | Gymnastics | Ball skills | Multi-skills | Athletics |
| 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 practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | | | | | | |
| Objectives linked to Development Matters | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.    Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Combine different movements with ease and fluency. | Progress towards a more fluent style of moving, with developing control and grace. | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Combine different movements with ease and fluency.  Develop overall body strength, coordination, balance and agility. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency.  Develop overall body-strength, balance, coordination and agility. | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency.  Develop overall body-strength, balance, coordination and agility. |
| Progressive Statements | I can experiment with moving around, under, through and over small and large equipment. | I can progress towards a more fluent style of moving, with developing control and grace | I can develop overall body-strength, balance, co-ordination and agility | I can develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming | To be able to refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing | To be able to refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing |
| Key Vocabulary | Tiptoes, waddling, walking, running, large steps, skipping, sideways, backwards, crawling, bouncing, sliding, hopping, rolling, shuffling, slithering, jumping, prowling.  Over, under, through, on top, around, climb, balance, travel, move, sequence, order. | Imagination, Movement, Dancing, Skipping, Climbing, Music, Hopping, Time | Forwards, Backwards, Sideways, Bench, Mat, Table, Roll, Long, Slow, On, Off, Stretched, Curled, Tuck, Body parts, Tall, Small, Shape, Hold, Still, Jump, Hop, Bounce, Travel, Copy | Control, under arm, over arm, space, direction, target, accurate, cup shape (hand position), oxygen, striking, fielding, hit, bat, target, control, catching | Walk, Jog, Throw, Target, Jump, Run, Hop, Skip, Fast, Pass In pairs | Walk, Jog, Throw, Target, Jump, Run, Hop, Skip, Fast, Pass In pairs |
| Fine Motor Skills (developed throughout the year) | 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. | | Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes | | Develop the foundations of a handwriting style which is fast, accurate and efficient. | |

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| **Literacy** | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 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) | | | | | | |
| Reading Objectives linked to Development Matters | Read individual letters by saying the sound for them  Blend sounds into words, so that they can read short words made up of known letter- sound correspondences  Read some letter groups that each represent one sound and say sounds for them. | Spell words by identifying the sounds and then writing the sound with letter/s  Form lower-case and capital letters correctly. | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words | Re-read what they have written to check that it makes sense  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | ELG:  Comprehension:  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.  Word Reading:  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | |
| Little Wandle Grapheme Progression | Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f l | Phase 2 graphemes  ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) | Phase 3 graphemes  ai ee igh oa oo ar or ur ow oi ear air er • words with double letters • longer words | Phase 3 graphemes  words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end | Phase 4  Short vowels with adjacent consonants  CVCC CCVC CCVCC CCCVC CCCVCC  longer words and compound words  words ending in suf‑xes: –ing, –ed /t/, –ed /id/ /ed/, –est | Phase 4 graphemes  Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf‑xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words |
| Little Wandle Tricky Word Progression | is I the | put\* pull\* full\* as and has his her go no to into she push\* he of we me be | was you they my by all are sure pure | Review all taught so far | said so have like some come love do were here little says there when what one out today | Review all taught so far |
| Literacy  Pathways to Write Texts | The Gingerbread Man by Mara Alperin | |  | | --- | | I’m Going to Eat this Ant  by Chris Naylor-Ballesteros | | |  | | --- | | Naughty Bus  by Jan and Jerry Oke | | |  | | --- | | The Journey Home by Emma Levey | | |  | | --- | | The Whale who wanted More  by Rachel Bright | | |  | | --- | | Supertato  by Sue Hendra | |
| Pathways to Write C&L and Reading Objectives  Linked to Development Matters | **C&L**  • Engage in storytimes  • Understand how to listen carefully and why listening is important  • Learn new vocabulary  • Develop social phrases  • Engage in non-fiction books  **Reading**  • 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 | **C&L**  • Listen to and talk about stories to build familiarity and understanding  • Understand how to listen carefully and why listening is important  • Learn new vocabulary  • Engage in storytimes  • Engage in non-fiction books  **Reading**  • Read individual letters by saying the sounds for them  • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences  • Read a few common exception words matched to the school’s phonic programme | **C&L**  • Use new vocabulary through the day.  • Articulate their ideas and thoughts in well-formed sentences  • Describe events in some detail  • Listen to and talk about stories to build familiarity and understanding.  • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  **Reading**  • 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 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 the school’s phonic programme | **C&L**  • Use new vocabulary through the day.  • Articulate their ideas and thoughts in well-formed sentences  • Describe events in some detail  • Listen to and talk about stories to build familiarity and understanding.  • Connect one idea or action to another using a range of connectives  • Learn rhymes, poems and songs (add to unit)  **Reading**  • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  • Read some letter groups that each represent one sound and say sounds for them  • Read a few common exception words matched to the school’s phonic programme | **C&L**  • Articulate their ideas and thoughts in well-formed sentences  • Use new vocabulary in different contexts  • Ask questions to find out more and to check they understand what has been said to them  • Use talk to help work out problems and organise thinking and activities  • Explain how things work and why they might happen  • Connect one idea or action to another using a range of connectives  • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition  **Reading**  • 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 the school’s phonic programme  • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment | **C&L**  • Use new vocabulary in different contexts  • Ask questions to find out more and to check they understand what has been said to them  • Connect one idea or action to another using a range of connectives  • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words  **Reading**  • 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 the school’s phonic programme |
| Pathways to Write Outcomes | To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening. | To label a plan and attempt to write a simple caption | To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus | To retell/rewrite the story | To rewrite the story | To rewrite the story |
| Pathways to Write  Writing Objectives  (Non-Negotiables) | • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy  • Write some or all of their name  • Write some letters accurately | • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy  • Write some or all of their name  • Write some letters accurately | • Form lower-case letters correctly  • Spell words by identifying the sounds and then writing the sound with letter/s  • Re-read what they have written to check that it makes sense | • Form lower-case letters correctly  • Write short sentences with words with known sound-letter correspondences  • Spell words by identifying the sounds and then writing the sound with letter/s  • Re-read what they have written to check that it makes sense. | • Use some of their print and letter knowledge in their early writing  • Write some or all of their name | • Form lower-case and capital letters correctly  • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  • Re-read what they have written to check that it makes sense |
| Pathways to Write  Writing Objectives (Mastery) | • Spell words by identifying the sounds and then writing the sound with letter/s  • Form lower-case letters correctly | • Spell words by identifying the sounds and then writing the sound with letter/s  • Form lower-case letters correctly  • Re-read what they have written to check that it makes sense | • Form lower-case letters correctly  • Write short sentences with words with known sound-letter correspondences  • Spell words by identifying the sounds and then writing the sound with letter/s  • Re-read what they have written to check that it makes sense | • Form lower-case and some capital letters correctly  • Write short sentences with words with known sound-letter correspondences  • Re-read what they have written to check that it makes sense. | • Use some of their print and letter knowledge in their early writing  • Write some letters accurately | • Form lower-case and capital letters correctly  • Spell words by identifying the sounds and then writing the sound with letters  • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  • Re-read what they have written to check that it makes sense |
| Handwriting |  | Write some letters accurately | Can form appropriately formed letters | Form lower case letters and capital letters correctly | Write recognisable letters, most of which are correctly formed. | |
| Fine Motor Skills Progression | Use a comfortable grip with good control | Modified tripod grasp | Tripod grasp | Is able to replicate patterns, letters and numbers with ease | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases | |
| Supplementary  Texts | It’s okay to be different by Todd Parr  Peace at Last by Jill Murphy  Whatever next by Jill Murphy  Toys in Space by Mini Grey  Little Kids First Big Book of Space by Catherine Hughes  Here comes the Alien by Colin McNaughton | We are going on a bear hunt by Michael Rosen  Billy Goats Gruff  Three Little Pigs  Goldilocks and the three bears  The Jolly Christmas Postman by Alan Ahlberg  Dear Santa by Rod Campbell | What can you see in Winter? By Sian Smith  The owl who was afraid of the dark by Jill Tomlinson  Stanley’s Stick by John Hegley  Stick Man by Julia Donaldson  Tell me a dragon by Jackie Morris  Dragon Machine by Helen Ward  Owls and dinosaurs by Hamilton Trust  The Dirty Great Dinosaur by Martin Waddell | Ketchup on your cornflakes by Nick Sharratt  The Giant Jam Sandwich by Janet Burroway  Mr Wolf’s Pancakes by Jan Fearnley  Gingerbread Man  Strega nona by Tomie dePaola  Wakey-Wakey by Hamilton Trust  The Ugly Duckling  The Egg Drop by Mini-Grey | The tiny seed by Eric Carle  Jasper’s Beanstalk by Nick Butterworth  Seed to Sunflower by Camilla de la Bedoyere  The Very Hungry Caterpillar by Eric Carle  Tadpole’s Promise by Jeanne Willis | Sleeping Beauty  Jack and the Beanstalk  Hansel and Gretel  The Very Helpful Hedgehog by Rosie Wellesley  People Who Help Us series by Rebecca Hunter  You Can’t Take an Elephant on the Bus by Patricia Cleveland-Peck  Naughty bus by Jan Oke |

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| **Mathematics** | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 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. | | | | | | |
| White Rose  Units | Getting to Know You  Just Like Me | It’s me 1 2 3  Light and Dark | Alive in 5  Growing 6, 7, 8 | Building 9 and 10 | To 20 and Beyond  First Then Now | Find my pattern  On the Move |
| Number | Match and Sort  Compare Amounts | Representing 1, 2 & 3  Comparing 1, 2 & 3  Composition of 1, 2 & 3  Representing Numbers to 5  One more and Less | Introducing zero  Comparing Numbers to 5  Composition of 4&5  6, 7 & 8  Combing 2 amounts  Making Pairs | Counting to 9 & 10  Comparing Numbers to 10  Bonds to 10 | Building Numbers beyond 10  Counting Patterns beyond 10  Adding More  Taking Away | Doubling  Sharing & Grouping  Even & Odd  Deepening  Understanding Patterns and Relationships |
| Measure, Space and Spatial Thinking | Compare Size, Mass & Capacity  Exploring Pattern | Circles and Triangles  Positional Language  Shapes with 4 sides  Time | Compare Mass  Compare Capacity  Length & Height  Time | 3D Shapes  Spatial Awareness  Patterns | Spatial Reasoning  Match, Rotate, Manipulate  Compare and Decompose | Spatial Reasoning  Visualise and Build  Mapping |
| Objectives linked to Development Matters (linked throughout the year) | Count objects, actions and sounds.  Subitise.  Continue, copy and create repeating patterns | Link the number symbol (numeral) with its cardinal number value.  Compare numbers.  Understand the ‘one more than/one less than’ relationship between consecutive numbers. | Compare length, weight and capacity. | Explore the composition of numbers to 10.  Automatically recall number bonds for numbers 0-5 and some to 10.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | Count beyond ten.  Select, rotate and manipulate shapes to develop spatial reasoning skills. | ELG:  Number:  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.  Numerical Patterns:  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. |

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| **Understanding the world (UTW)**  NC links Science | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 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. | | | | | | |
| Knowledge and skills |  |  |  |  |  | ELG:  Explore the natural world around them, making observations and drawing pictures of animals and plants.  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.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Theme |  | At our School |  | On the Farm |  | Our Wonderful World |
| Objectives | Observe Autumn weather and how the weather and the natural world is different from other seasons | Children will look at living things that live in and around our school grounds. They will investigate living things that live in other parts of the world. They will compare the living things they see in a variety of ways. They will talk about changes that occur in animals and humans linking this to first-hand experience. | Observe Winter weather and how the weather and the natural world is different from other seasons | Children will experience planting seeds and caring for plants inside and outside the classroom. They begin to use language to describe plants and identify/name familiar ones. They will begin to talk about how plants change over time and suggest reasons for this.  Observe Spring weather and how the weather and the natural world is different from other seasons |  | The children will explore a range of materials on offer within the provision and investigate the suitability of these for different purposes, comparing them and assessing how successful they would be. They will look at what happens to change some of these materials  Observe Summer weather and how the weather and the natural world is different from other seasons |

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| **Understanding the world (UTW)**  NC links Geography | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 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. | | | | | | |
| Knowledge and skills | Locational Knowledge | Place Knowledge | Human and Physical Geography | Map Work | Field Work |  |
| Progression (developed throughout the year) | Using maps, fieldwork and stories (Link with fieldwork and mapwork skills)    know they live on Earth and some know they live in England.  know what road the school is on.  know the street they live on.  Know where the area they live, e.g. Nantwich, Willaston and their school is in Nantwich. | Recognise that some environments are different to their own.  identify features in the school grounds.  identify features in the wider local area and if they are different to where they live.  identify what features are natural and man-made.  with support, using stories and role play, know some areas nationally and globally that are different to their own and what are the features of those area. | Understand the effect of changing seasons on the natural world around them.  Know about the weather and how they dress for certain seasons.  Identify man-made and natural objects in locality and contrasting localities they have learnt about through stories or teaching. | Draw information from a map.  know what road the school is on.  know the street they live on.  Know the area they live and our school is in Nantwich.  Talk about what they see in maps and aerial pictures of the local area.    Some children will draw imaginary maps from stories or create plan or drawn maps of the local area. | Children can take pictures with support of man-made and natural objects in the local area.  Make simple drawings of man-made and natural features of the local area and wider local area.  Use age appropriate mathematical skills to count objects linked to geography. | ELG:  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  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.  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. |
| Theme | All about Me | At our School | Our local area | On the Farm | Human Impact | Our Wonderful World |
| Objectives | Know they live on Earth and some know they live in England.  Know the area they live and our school is in Nantwich.  Observe Autumn weather and how the weather is different from other seasons | Know the street they live on.  Know what road the school is on.  Identify features in the school grounds.  know what road the school is on. | Talk about what they see in maps and aerial pictures of the local area  Draw information from a map.  Draw a map of the local area.  Observe Winter weather and how the weather is different from other seasons | Observe Spring weather and how the weather is different from other seasons | identify what features are natural and man-made.  Identify man-made and natural objects in locality and contrasting localities they have learnt about through stories or teaching.  Children can take pictures and make simple drawings of man-made and natural objects in the local area. | Recognise that some environments are different to their own.  Know some areas nationally and globally that are different to their own and what are the features of those area.  Observe Summer weather and how the weather is different from other seasons |

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| **Understanding the world (UTW)**  NC links History | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 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. | | | | | | |
| Knowledge and skills | Chronology | Enquiry and Sources of  Evidence | Constructing the Past  -Similarity and Difference | Constructing the Past  -Cause and Consequence/Effect  -Change and Continuity  -Significance | Interpretations |  |
| Progression (developed throughout the year) | Understand chronology as a linear sequence (first, next, after that)  Sequence events or activities linked to their own life or sequence events in a story  Know the concept of ‘now’ and ‘the past’ and can identify things in the past linked to their own life or from stories / songs/nursery rhymes  Sort known objects, images or other sources of evidence into ‘now’ and ‘the past’ | Ask simple questions linked to what we are learning about  With support handle sources of evidence and make simple observations on what they see | Notice some similarities and differences when comparing now and the past based on their own life experiences, as well as learnt experiences  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past. | Join in events at school to commemorate and remember significant events and people  Know that some things can change and some things can stay the same linked to our own life or learning  Know that some things have a cause and a consequence (link to own actions or learning) | Know that some people have different views and ways they remember events  Recognise that people have different beliefs and celebrate special times in different ways. | ELG:  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| Theme | All about Me | At our School | Our local area | On the Farm | Human Impact | Our Wonderful World |
| Objectives | Can talk about memories that are special to them  Can talk about memories that involve their immediate family  Is able to talk about roles of family members  Know that some things can change and some things can stay the same linked to our own life or learning | Join in events at school to commemorate and remember significant events and people (Bonfire night/Guy Fawkes)  Sequence events or activities linked to their own life or sequence events in a story  Understand chronology as a linear sequence (first, next, after that) | Sort known objects, images or other sources of evidence into ‘now’ and ‘the past’  Know the concept of ‘now’ and ‘the past’ and can identify things in the past linked to their own life or from stories / songs/nursery rhymes  Comment on images of familiar situations in the past.  Notice some similarities and differences when comparing now and the past based on their own life experiences, as well as learnt experiences. | Compare and contrast characters from stories, including figures from the past. | Know that some things have a cause and a consequence (link to own actions or learning | Know that some people have different views and ways they remember events  Recognise that people have different beliefs and celebrate special times in different ways. |

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| **Understanding the world (UTW)**  NC links Religious Education (RE) | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 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. | | | | | | |
| Units of work | Why do Christians go to church?  Harvest focus | How do Christians have special ways of welcoming babies?  Christmas focus Why was Jesus’ birth special? | How did Jesus show friendship to others?  Exploring the beauty of the world | Which times are special for Christians?  Easter | How do Christians look after the world? | Why do people of faith have special books? |
| Objectives linked to Development Matters | **People, Culture and Communities**  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries. | | | | | ELG: 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. |
| Key Vocabulary | Church  People  belonging | |  | | --- | | Baptism ceremony  creation celebration christening love family | | Jesus  Friend | |  | | --- | | Church, celebrate, Easter | | |  | | --- | | God  Creation | | Words related to Religions:  Buddhism Christianity Hinduism Islam Judaism Sikhism |

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| **Expressive Arts and Design (EAD)**  NC Links Design & Technology (DT) | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | | |
| Units of work |  | Making mini-beasts (junk modelling) |  |  | Having a celebration  (food) | Construction kits |
| Objectives linked to Development Matters | **Creating with Materials**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | | | | ELG:  Creating with Materials  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. | |
| Technical Skills |  | I am beginning to build structures using recyclable materials and investigate how they can be made stronger. • I am beginning to explore how to cut, join and shape materials including paper, card, fabric and recyclable materials. |  |  | I can wash my hands properly.  • I can mix ingredients safely.  • I can taste, choose and assemble ingredients.  • I can talk about healthy food choices | • I can make imaginative and complex ‘small worlds’ with blocks and construction kits. • I can explain how to make strong structures such as walls, bridges, furniture or playground equipment using construction. |
| Key Vocabulary |  | material, cut, fold, join, fix, strong, weak, |  |  | Ingredient names, names of equipment and utensils, sensory vocabulary (hard, soft, crunchy, juicy, sweet), taste, choose, mix, stir, spoon | join, pull, push, up, down, forwards, backwards, strong, stable |

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| **Expressive Arts and Design (EAD)**  NC Links Art | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | | |
| Objectives linked to Development Matters | **Being Imaginative and Expressive**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | | | | ELG: Being Imaginative and Expressive  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. | |
| Focus | Painting | Printing | Collage | Drawing | Textiles | Sculpture |
| Knowledge & Skills (to be developed throughout the year) | Use a wide range of colours.  Mixing colours, shades and tints.  Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, knives.  Add sand, glue, sawdust for texture.  Colour collections. Vocabulary.  Emotional aspect of using colour. | Using a variety of objects to print. Pattern and sequence.  Using body parts to print.  Using fruit and vegetables.  Mono printing.  String blocks and polystyrene.  Using 1 and 2 colours. | Using a variety of materials to make free collage.  Natural/ man made textiles.  Tearing and cutting paper.  Develop visual discrimination.  Pieces of work for a purpose, e.g., animal faces human faces.  Using junk fabric, paper, foil, etc to make free patterns or pictures.  Using glues, threads to stitch, knitting, etc  Using formal embroidery stitches to decorate  Using collage techniques with other media. | Use a variety of media to draw visual elements. line, shape, tone and space.  Observational work: Objects.  Draw from memory and imagination.  Exposure to textures and different techniques for recording patterns, objects and pictures. | Sorting, discussing and feeling different fabrics and threads.  Tie-dye.  Using pens to add colour  Weaving paper.  Draw string hessian.  Lacing and threading activities.  Discuss clothing for a purpose, e.g., waterproofing  Making textiles and using readymade textiles to make something else. | Experimenting with plasticine, clay and dough.  3D junk materials.  Clay- rolling cutting coiling.  Using clay to make pots, pinch, coil or slab built pots.  Making impressions on materials.  Straw constructions  Using additive methods- mod roc, plaster of Paris, fillers, and subtractive methods- carving |
| Potential Artists to Study: | Magritte,  Kandinsky,  Miro,  Jackson Pollock,  Kathleen Waterloo, Mandrian | Andy Warhol,  Judith Anderson,  Katsushika Hokusai | Mary Jo Bowers, George Braque,  Henri Matisse | Hiroshige,  Lowry,  Munch,  Claudia Cron | Martha Zackey,  Lisa Green,  Charlotte Gardiner | Ilse Bolle,  Henry Moore,  Alberto Giacometti,  Bernard Leach |
| Key vocabulary | pencil, line, colour in, straight, circle/other shape names, rubber, portrait, cut, stick, tape, pull/ push on, below, next to, above, brush paint, mix palette, dip, colour names, fabric, collage, layer, positional language, artist, painter, sculptor, same/ different, computer, iPad, laptop, pen. | | | | | |

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| **Expressive Arts and Design (EAD)**  NC Links Music | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | | |
| Charanga Unit of Work | Me! | My Stories | Everyone | Our World | Big Bear Funk | Reflect, Rewind & Replay |
| Objectives linked to Development Matters | **Being Imaginative and Expressive**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups. | | | | ELG: Being Imaginative and Expressive  Sing a range of well-known nursery rhymes and songs  Perform songs, rhymes, poems and stories with others, and (when appropriate)try to move in time with music | |
| Knowledge & Skills (to be developed throughout the year) | To know twenty nursery rhymes off by heart.  To know the stories of some of the nursery rhymes.  To learn that music can touch your feelings.  To enjoy moving to music by dancing, marching, being animals or Pop stars. | To know that we can move with the pulse of the music.  To know that the words of songs can tell stories and paint pictures. | To sing or rap nursery rhymes and simple songs from memory.  To know songs have sections.  To sing along with a pre-recorded song and add actions. | To know a performance is sharing music.  To perform any of the nursery rhymes by singing and adding actions or  dance.  To perform any nursery rhymes or songs adding a simple instrumental  part.  To record the performance to talk about. |  |  |