



St James' C of E Infant and Nursery School


Curriculum Overview– Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>All about me!</i>	<i>Who lives in the woods?</i>	<i>Food and Materials</i>	<i>Transport and Journeys</i>	<i>Plants and Animals</i>	<i>Space (To Infinity and Beyond)</i>
Class focus books linked to the half terms focus theme	Funnybones Once there were giants and The Family Book	After the Storm The Squirrel's Squabble One Snowy Day Snow Bears and Bear Snores On Pumpkin Soup	Oliver's Vegetables Farmyard Hullabaloo Mrs Noah's Garden Iceberg Oliver's Smoothie	Explorers William Bee Things that go! The Queen's Hat Martha Maps it Out Emma Jane's Aeroplane, I am Amelia Earhart,	The Story Orchestra – Carnival of Animals Tad Dear Zoo The Tiny Seed The Extraordinary Gardiner	The Dark The Skies Above My Eyes Look Up Luna Loves Art
Reading Curriculum Books (The Literacy Tree)	Where the Wild Things Are! Bringing the Rain to Kapiti Plain Anansi the Spider	Look Up I am Henry Finch Halibut Jackson	The Magic Paintbrush Super Milly Ning and the Night Spirits	I will not ever eat a tomato The Night Pirates Weirdo	The Tiny Seed Hairy McClairy The Extraordinary Gardiner	So Much Oi Frog! Izzy Gizmo
Enrichment activities, Visitors or trips	Visit from Grandparents and baby	Forest walk/autumn Visit to Stocks Wood STEAM session organised by Sellafield	Visit to Strudda Bank Farm Visit from local dentist to teach oral health.	Visit to local library Family members and members of local community in to read Trip on Ratty to look at steam trains	Visit to Lake District Wildlife Park Visit to local Nursery to look at plant growth	STEAM session organised by Sellafield Planetarium Visit
Christian Values	Courage	Kindness	Love	Forgiveness	Respect	Friendship
Focus themes Possible ideas / lines of enquiry These mini themes may be changed or replaced depending on child interest or fascination	Similarities and differences, The Senses Human Life Cycle Family make up	Seasonal Change Effects of the season on woodland animals - hibernation Weather	Healthy eating Different kinds of food Where our food comes from Changes in materials Using Tools	Transport types and how they move Maps Forces – how things work Historical figure linked to transport –Amelia Earhart	Looking at similarities and differences in the environment Plants and growth Animals and growth Animal habitats	What it's like in space Famous astronaut – Tim Peake and Mae Jamison Forces Planets Looking after the planet – visit harbour commission to look at beach cleaning



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Communication and Language						
<p>Communication and Language</p> 	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p> <p>To talk in front of a small group</p> <p>To talk to class teacher and LSAs</p> <p>To learn and use new vocabulary linked to topic</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p> <p>To answer questions in front of whole class.</p> <p>To learn and use new vocabulary linked to topic</p> <p><i>Autumn 2 Checkpoint: Understand how to listen carefully and why listening is important.</i></p> <p><i>Describe events in some detail.</i></p> <p><i>Develop social phrases.</i></p> <p><i>Engage in story times.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems and songs.</i></p>	<p>To ask questions to find out more</p> <p>To understand a range of complex sentence structures</p> <p>To answer questions in front of whole class.</p> <p>To learn and use new vocabulary linked to topic</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To share their work to the class-standing up at the front</p> <p>To use new vocabulary in different contexts To engage in non-fiction books</p> <p>To learn and use new vocabulary linked to topic</p> <p><i>Spring 2 Checkpoint: Learn new vocabulary.</i></p> <p><i>Use new vocabulary through the day.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Connect one idea or action to another using a range of connectives.</i></p> <p><i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i></p>	<p>To understand questions such as who, what, where, when, why and how</p> <p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To have conversations with adults and peers with back and forth exchanges</p> <p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p> <p>To learn and use new vocabulary linked to topic</p> <p><i>ELG: Listening and Attention</i> <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; -</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding;</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p>



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				<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>		<p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</p>
Personal, Social and Emotional Development						
<p>PSED</p> 	<p>To recognise different emotions</p> <p>To understand how people, show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one-step instructions</p> <p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p> <p>To seek support of adults when needed</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p> <p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p> <p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p> <p>Autumn 2 Checkpoint: Build constructive and respectful relationships.</p>	<p>To focus during longer whole class lessons</p> <p>To follow twostep instructions</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To identify and name healthy foods</p> <p>To understand the importance of healthy food choices</p> <p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout T</p> <p>To manage own basic needs independently</p> <p>To understand the importance of good oral health</p> <p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p> <p>Spring 2 Checkpoint: See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p> <p>To manage own basic needs independently</p> <p>To understand the importance of good oral health</p> <p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p> <p>ELG: Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>



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	<p>To gain confidence to speak to peers and adults</p>	<p>Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. Personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing; healthy eating, tooth brushing, having a good sleep routine.</p>		<p>Think about the perspectives of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>		<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>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.</p> <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs</p>
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Physical Development						
<p>Physical Development</p> 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To develop small motor skills</p> <p>To develop overall body strength</p>	<p>Explore a range of different ways to move using skills taught previously</p> <p>To make guided choices.</p> <p>Begin to follow simple instructions.</p> <p>To match developing skills to tasks and apparatus</p> <p>To have a n awareness of safety when using small and large apparatus</p>	<p>Combine different movements with ease and fluency</p> <p>To use and remember sequences and patterns of movements, relating to music and rhythm.</p> <p>To build confidence to try new challenges and perform in front of others.</p> <p>Explore a range of different ways to move</p> <p>Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
	<p>Autumn 2 Checkpoint: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>Spring 2 Checkpoint: 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.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>			



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				<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p>		
Literacy						
<p>Literacy</p> 	<p>Read individual letters by saying the sounds for them.</p> <p>Baseline Checkpoints</p> <p>Writing and PD transcription</p> <p>Draw a range of pre-writing patterns using the correct pencil grip.</p> <p>Begin to write some familiar letters in their name with support.</p> <p>Develop a correct pencil grip with good control when holding writing instruments such as pens and pencils.</p> <p>Show a dominant hand</p> <p>Word Reading and Comprehension</p> <p>Know pictures and RWI sounds for set 1 – taught Summer term in Nursery</p> <p>Recognise some initial sounds in words</p> <p>Begin to orally blend sounds into words</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Autumn 2 Checkpoint:</p> <p>Writing and PD transcription</p> <p>Write own name</p> <p>Write letters from set 1 RWI taught so far</p> <p>Blend sounds into words orally</p> <p>Begin to write simple words using taught set 1 sounds</p> <p>Begin to record simple captions and labels using set 1 sounds</p> <p>Form letters from taught families correctly</p> <p>Show increasing control when writing with a pencil or pen</p> <p>Write from left to right and top to bottom</p> <p>Word Reading and Comprehension</p> <p>Read all Set 1 single letter sounds</p> <p>Blend sounds into words orally</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spring 2 Checkpoint:</p> <p>Writing and PD transcription</p> <p>Write a given simple sentence such as 'pin it on'</p> <p>Begin to orally compose their own sentence</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Begin to write for a range of purposes</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Summer Checkpoint:</p> <p>Writing and PD transcription</p> <p>Write recognisable letters that are formed correctly.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter (set 1) or letters (set 2/3)</p> <p>Orally compose a sentence independently before writing it.</p> <p>Write simple words and phrases that can be read by others.</p> <p>Write for a purpose, sequencing ideas together and recognising key features that need to be included such as finger spaces and basic punctuation</p>



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		<p>Read individual letters by saying the sounds for them – set 1</p>		<p>Form letters from taught families correctly</p> <p>Know how to form clear ascenders and descenders.</p> <p>Demonstrate firm control when forming letters, writing, drawing etc.</p> <p>Word Reading and Comprehension Blend sounds to read words made up of known letter-sound correspondences Read common exception words matched to RWI stage (Ditty and Red) Read short Ditty stories Read Set 1 Special Friends Read Red Storybooks Read 4 double consonants 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. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower case letters correctly, starting and finishing in the right place, writing the correct way around and ensuring letters are correctly orientated.</p> <p>ELG:</p> <p>Writing Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Word Reading and Comprehension Read Green or Purple Storybooks Read first 6 Set 2 sounds Read simple phrases and sentences made up of well-known letter-sound correspondences and, where necessary, exception words matched to</p> <p>ELG:</p> <p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p>
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						<p>Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role-play.</p> <p>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;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>RWI/Phonics Expected stages</p>	<p>Read all Set 1 single letter sounds</p>	<p>Read all Set 1 single letter sounds</p> <p>Blend sounds into words orally</p>	<p>Blend sounds to read Words</p> <p>Read short Ditty stories</p> <p>Read Set 1 Special Friends</p>	<p>Read Red Storybooks</p> <p>Read 4 double consonants</p>	<p>Read Green Storybooks</p>	<p>Read Green or Purple Storybooks</p> <p>Read first 6 Set 2 sounds</p>



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Mathematics						
<p>Number</p>	<p>Getting to Know You – Baseline assessment</p> <p>To match and sort a range of everyday objects</p> <p>To compare different quantities</p> <p>To compare size, mass & capacity</p> <p>To explore pattern including repeating patterns and patterns in the environment</p> <p>Baseline Checkpoint: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks. Explore different materials freely, in order to develop their ideas about Solve real world</p>	<p>Representing 1, 2 & 3</p> <p>Comparing 1, 2 & 3</p> <p>Composition of 1, 2 & 3</p> <p>To name and talk about the properties of a circle and triangle</p> <p>To use and understand positional language</p> <p>To represent numbers to 5</p> <p>To know 1 more/less with numbers to 5</p> <p>To name and talk about the properties of 4 sided shapes</p> <p>Begin to use language involved with time</p> <p>Autumn 2 Checkpoint: Count objects, actions and sounds.</p> <p>Subitise. Link the number symbol (numeral) with its cardinal number value.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare length, weight and capacity</p>	<p>To introduce the concept of 0.</p> <p>To compare numbers up to 5.</p> <p>To investigate the composition of 4 and 5</p> <p>Represent, count and use numbers 6, 7 and 8</p> <p>To combine two amounts and find out the total</p> <p>To compare the mass the different objects.</p> <p>To use language associate with weight.</p> <p>To compare capacity</p>	<p>To represent, count and use numbers up to 10</p> <p>To compare numbers to 10</p> <p>Begin to learn number bonds up to 5</p> <p>To learn vocabulary linked to length and height.</p> <p>To order objects my length and height</p> <p>Reinforce language linked to time.</p> <p>To tell an O'clock time</p> <p>To name and talk about the properties of solid shapes</p> <p>Spring 2 Checkpoint: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue copy and create repeating patterns.</p> <p>Subitise.</p> <p>Count beyond ten.</p>	<p>To build with numbers beyond 10</p> <p>To count patterns beyond 10</p> <p>To match, rotate and manipulate different shapes</p> <p>To add two objects together by counting on.</p> <p>Begin to understand the concept of subtraction</p> <p>Begin to understand the concept of odd and even numbers</p> <p>To double a given number up to 5 and then 10</p> <p>To understand d the concept of sharing and grouping</p>	<p>To recognise numerical patterns up to 20</p> <p>Consolidate skills of doubling and halving</p> <p>To identify odd and even numbers up to 20</p> <p>To make maps and plan which represent places and objects (special reasoning)</p> <p>ELG: Number Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG - Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within</p>



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	<p>mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Understand position through words alone</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identify the patterns around them</p>			<p><i>Compare numbers.</i></p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>		<p>numbers up to 10, including evens and odds, do</p>
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Understanding the World

<p>Understanding the World</p>  <p>The World (People and Communities – Geog Link)</p>	<p>Theme – Locational Knowledge</p> <p>ELG The Natural World People and Communities</p> <p>Understand that some places are special to members of their community.</p> <p>Learn about key country and some physical and human features – Bringing the Rain to Kapiti Plain (In English)</p> <p>To use globes and atlases to find out where they live and other people from stories or animals live</p> <p>To discuss similarities between their families and other families</p> <p>To know of special places and places of significance for them</p> <p>Check Points</p> <p>Name and locate areas in the school community.</p> <p>Discuss the area surrounding the school using knowledge from observation, discussion and maps.</p> <p>Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park,</p>	<p>Theme – Seasonal Change</p> <p>ELG The Natural World People and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <i>(Link to work on Kapiti Plain book in Literacy)</i></p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Encourage focused observation of the natural world.</p> <p>To describe and comment on things they have seen whilst outside, including plants and animals.</p> <p>To communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.</p> <p>Learn about the different types of weather</p> <p>Learn about the different clothes we wear for different weathers</p>	<p>Theme: Place Knowledge</p> <p>ELG The Natural World People and Communities</p> <p>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.</p> <p>Recognise some environments that are different from the one in which they live. <i>(Link to work on Kapiti Plain book in Literacy)</i></p> <p>To learn about a range of contrasting environments within both their local and national region.</p> <p>To learn key vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>To read non-fiction texts that offer an insight into contrasting environments.</p> <p>To know the difference between hot and cold.</p> <p>Check Points</p> <p>Know key facts about another country including some physical and human features (including weather patterns) and how life is</p>	<p>Theme: Geographical skills and fieldwork</p> <p>ELG The Natural World People and Communities</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.</p> <p>Draw information from a simple map.</p> <p>Draw their own simple map <i>(Link to work on Kapiti Plain book in Literacy – finding Africa, Kenya and Ghana on maps)</i></p> <p>To learn about features in immediate environment, introducing and learn new vocabulary where appropriate.</p> <p>To learn the name of the road, and or village/town/city the school is located in.</p> <p>Name key locations in the local community.</p> <p>Learn about a key city and some physical/human features – link to Queens Hat</p> <p>Learn about key country and some physical and human features – Amelia Jane’s Aeroplane</p>	<p>Themes: Geographical skills and fieldwork</p> <p>ELG The Natural World People and Communities</p> <p>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.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Teach children about places in the world that contrast with locations they know well.</p> <p>Use relevant, specific vocabulary to describe contrasting locations. <i>(revisit learning on where fruit comes from in spring I)</i></p> <p>To use a range of resources to find out about the world – images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>To learn to describe what they see using appropriate vocabulary. To draw simple maps of their immediate environment, or maps from imaginary stories</p> <p>Name and describe some plants and animals’ children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</p>	<p>Theme: Seasonal Change Place Knowledge</p> <p>ELG The Natural World People and Communities</p> <p>Know some similarities and differences between the natural world around them</p> <p>Use photographs of the Earth from Space and aerial photos and footage of where they live.</p> <p>Learn that land is often green and water blue when looking at simple globes and maps</p> <p>Check Points</p> <p>Name the city / town / village / country in which they live and the street where their home and school are – Revisit from Spring term</p> <p>Themes: Forces Working Scientifically</p> <p>Understanding the World (The Natural World)</p> <p>Explore the natural world around them</p> <p>Understand some important processes in the natural world around them. <i>(revise seasonal changes from A2 and S1)</i></p>
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	<p>playground, road and road signs.</p> <p>Name, locate and talk about one other country, linked to what they have read, e.g. Celebrations around the World, Anansi and the Golden Pot (Ghana).</p> <p>Place Knowledge – Know what type of house they live in.</p> <p>Themes: Animals including humans</p> <p>ELG Understanding the World (The Natural World)</p> <p>Children to explore their senses and describe what they see, hear and feel</p> <p>Use the vocabulary same, different, similar and differences when comparing families</p> <p>Celebrate similarities and differences; talking about them.</p> <p>To learn about different bodily functions</p> <p>To learn about the human life cycle</p> <p>Check Points</p> <p>Talk about some similarities and differences in humans.</p>	<p>Learn about what happens in each season linked to weather, trees, animals and clothing</p> <p>Check Points</p> <p>Know the names of the seasons and what the weather is / can be like in each.</p> <p>Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.</p> <p>Describe how trees and plants change in different seasons.</p> <p>Know that some animals store food for the winter.</p> <p>Know that some animals hibernate in the winter</p> <p>Themes: Animals Seasonal Change</p> <p>ELG Understanding the World (The Natural World)</p> <p>Explore the natural world around them</p> <p>Understand some important processes in the natural world around them.</p> <p>Children to explore their senses and describe what they see, hear and feel whilst outside.</p> <p>Learn about the different types of weather</p>	<p>different there from where they live.</p> <p>Name the city / town / village / country in which they live and the street where their home and school are.</p> <p>Talk about and name the physical and human features of their local environment and how environments might vary from one another.</p> <p>Name and describe human and physical features of the places they have visited and places from stories, e.g. beach, island, fields, mountain.</p> <p>Topic: Everyday Materials Animals, including humans (revisit knowledge covered in autumn 1)</p> <p>ELG Understanding the World (The Natural World)</p> <p>Children to explore their senses and describe what they see, hear and feel</p> <p>To know the difference between hot and cold.</p> <p>Modelling noticing similarities and differences between materials e.g. the jelly is red and soft. The potato is brown and hard.</p> <p>Sort using simple criteria</p>	<p>To use globes and atlases to find out where they live and other people from stories or animals live</p> <p>Revisit our addresses from Autumn 1</p> <p>Check Points</p> <p>Draw information from a simple map.</p> <p>Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live. Theme: Forces and how things work Working scientifically</p> <p>ELG Understanding the World (The Natural World)</p> <p>Explore the natural world around them</p> <p>Understand some important processes in the natural world around them.</p> <p>To describe the forces of pushing and pulling.</p> <p>To learn the differences between school, their home and other places</p> <p>Using different construction kits to demonstrate how things move</p> <p>Check Points</p>	<p>Check Points</p> <p>Know the names of the seasons and what the weather is / can be like in each.</p> <p>Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.</p> <p>Describe how trees and plants change in different seasons.</p> <p>(revisit from autumn)</p> <p>Theme: Plants Animals, including humans - revisit habitats Working Scientifically Seasonal Changes - Spring and Summer (revisit learning from autumn 1)</p> <p>ELG Understanding the World (The Natural World)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Children should grow and look after different plants and observe how they change as they grow.</p> <p>Teach children about contrasting environments and the different plants that grow there.</p> <p>To name plants and trees in the local environment</p>	<p>Children to observe and interact with natural processes, such as a magnet attracting an object and a boat floating on water</p> <p>Learn the difference between day and night and why this change happens</p> <p>To learn how humans are harming the world and how they can help – beach litter pick</p> <p>Ask questions such as when, why, how etc.</p> <p>Encourage children to make own decisions e.g. I am going to try this out to see if it works. ...</p> <p>Check Points</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Know some ways in which humans are harming the world and how to help.</p> <p>ELG - The Natural World</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>
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	<p>Name all basic parts of the human body that they can see and the brain and heart. .</p> <p>Begin to talk about what their body needs, e.g. food, water exercise and sleep.</p>	<p>Learn about the different clothes we wear for different weathers</p> <p><u>Check Points</u></p> <p>Know the names of the seasons and what the weather is / can be like in each.</p> <p>Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.</p> <p>Describe how trees and plants change in different seasons.</p> <p>Know that some animals store food for the winter.</p> <p>Know that some animals hibernate in the winter.</p>	<p>To make simple predictions</p> <p><u>Check Points</u></p> <p>Know about similarities and differences in materials</p> <p>Develop their own ideas through experimentation with a diverse range of materials.</p> <p>Increasingly choose more appropriate materials for the job.</p> <p>Look at how materials change, e.g. when cooking.</p>	<p>Know how to use a variety of different tools and equipment and how they work.</p> <p>Know the effect of simple push and pull force</p>	<p>Learn about the life cycle of a plant</p> <p>Learn how to care for plants and animals</p> <p>Develop observation skills by narrating what is happening using correct vocabulary</p> <p><u>Check Points</u></p> <p>Talk about some similarities and differences in animals</p> <p>Observe different animals and their body parts and talk about why they have them, e.g. beak, wings, legs.</p> <p>Name some habitats, e.g. homes of birds (garden, forest, wood and water).</p>	<p>- 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;</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>-To make own decisions</p>
<p>Understanding the World</p>  <p>Past and Present</p>	<p>Theme: Human Life Cycles Their Families</p> <p>ELG Past and Present</p> <p>Talk about the people around them and their roles in society</p> <p>Order different events such as the human life cycle</p>	<p>Theme: Chronology Changes within living memory</p> <p>To learn the days of the week.</p> <p>To learn the months of the year</p> <p>Learn the differences between weather and the seasons</p> <p><u>Check Points</u></p>	<p>Theme: Enquiry Significant people</p> <p>To find answers to simple questions reading, videos, photos etc</p> <p><u>Check Points</u></p> <p>Name people who help others in the community and talk about their different roles.</p>	<p>Theme: Significant historical people (Amelia Earhart George Stephenson) Changes within living memory</p> <p>ELG Past and Present Knows some similarities between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Theme: Significant Events</p> <p>Order simple events such as the life cycle of a plant</p> <p>Learn the differences between adult and baby animals</p> <p>Observe changes in animal and plant life cycles</p> <p><u>Check Points</u></p>	<p>Theme: Enquiry Significant people</p> <p>(Mae Jemison – link to book Look Up in English Autumn 2)</p> <p>ELG Past and Present Understand the past through settings, characters, events encountered, books read in class and storytelling</p>



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	<p>Compare what life was like for them compared to grandparents</p> <p>To learn similarities and differences between their family and the family of others</p> <p>To gather information from books about how humans change over time</p> <p><u>Check Points</u></p> <p>Talk about past and present events in their own life and in the lives of family members.</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Linked to their family / people they know, understand that when you grow up you don't go to school, you go to work and name some of the jobs they could do.</p> <p>Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents</p>	<p>Know about life cycles, e.g. butterfly and frog, and recognise that humans (and animals) change over time, e.g. from foetus to baby, to toddler, to child, to teenager, to adult, to elderly – <i>revisit from A1.</i></p> <p>Relate the changing seasons to the passing of time.</p>		<p>To learn about Queen Elizabeth and King Charles – who they are and features of their reign.</p> <p>To learn about the lives of one explore and one inventor (Amelia Earhart and Wright Brothers)</p> <p>To empathise with historical figures such as Mae Jamison and Amelia Earhart.</p> <p>To describe objects and scenes from the past using correct vocabulary.</p> <p>Staff to model stem sentences to encourage children to compare objects from the past and present</p> <p><u>Check Points</u></p> <p>Compare life for their family now compared to life for their family in the past, e.g. their lives full of technology compared to their grandparents' lives with little technology.</p> <p>Develop an understanding of how houses, clothes, transport and toys have changed over time</p>	<p>Comment on images of familiar situations in the past.</p> <p>Give one cause of an event,</p> <p>Name people who help others in the community and talk about their different roles.</p> <p>Know about one significant inventor and one significant explorer through stories.</p>	<p>Compare and contrast characters from the past</p> <p><u>Check Points</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Begin to make some accurate comparisons between modern and old objects.</p> <p>Find answers to simple questions from writing or a picture.</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p> <p>ELG: Past and Present – Talk about the lives of the people around them and their roles in society;</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>Understanding the World</p>	<p>ELG The Natural World People and Communities</p>	<p>To know that Christians celebrate Christmas.</p> <p>To learn about how families, celebrate Christmas in different ways.</p>	<p>To talk about the lives of the people around us.</p> <p>To know about people who help us within the local community</p>	<p>To talk about the lives of the people around us, knowing that they may have had different lives from ourselves</p>	<p>To learn about the occupations of others e.g. gardener</p>	<p>Talk about the occupations of different people</p>



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 <p>People and Communities (Families and RE link)</p>	<p>Understand that some places are special to members of their community.</p> <p>To discuss similarities between their families and other families</p> <p>To know of special places and places of significance for them</p> <p><u>Check Points</u></p> <p>Name and locate areas in the school community.</p> <p>Discuss the area surrounding the school using knowledge from observation, discussion and maps.</p> <p>Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs.</p> <p>Place Knowledge – Know what type of house they live in.</p>	<p><u>Autumn 2 Checkpoints</u></p> <p>Talk about members of their immediate family and community.</p>		<p>To know that Christians celebrate Easter.</p> <p><u>Spring 2 Checkpoint</u></p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>		<p><u>ELG People, Culture and Communities</u></p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -</p>
<p>Expressive Arts and Design</p>						
 <p>Expressive Arts and Design</p>	<p>Theme: Drawing and Line</p> <p>Artist: Frida Kahlo</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p>	<p>Theme: Painting</p> <p>Artist: Hilma of Klint</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p>	<p>Theme: Colour, Pattern, Texture and Shape</p> <p>Artist: Giuseppe Arcimboldo</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p>	<p>Theme: Drawing and Line</p> <p>Artist: Georgia O'Keefe</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p>	<p>Theme: Sculpting</p> <p>Artist: Dame Barbara Hepworth</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p>	<p>Theme: Artists and Wider Concepts Discussion and evaluation</p> <p>Artist: Vincent Van Gogh</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p>



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<p>Creating with Materials (ART and DT)</p>	<p>Discuss and comment on patterns in the environment</p> <p>To learn that simple rubbings can be made in the local environment</p> <p>Explore tools from the environment that could be used for painting– children use to make abstract and figurative art.</p> <p>Know that different textures can be used for different purposes</p> <p>Begin to name different textures</p> <p>To describe what they have made and the process.</p> <p>To know what an artist is and does</p> <p>To weave, loop, poke and hang different types of materials.</p> <p>Check Points</p> <p>When drawing themselves, represent all of the different face / body parts.</p> <p>Draw with increasing observation</p>	<p>To explore discipline collage</p> <p>To explore texture and shape when making collages</p> <p>To draw simple shapes and use scissors carefully to cut them out along the drawn lines.</p> <p>To overlap and arrange shapes to make a picture.</p> <p>Check Points</p> <p>Know that they can mix colours for a purpose</p> <p>Know that there are different types of paint that can be used for different effects.</p> <p>Begin to use different tools for a particular purpose e.g. brushes, sponges, rollers.</p> <p>Theme: Sculpting</p> <p>Know that sculptures can be made from a range of materials (dough, clay, Natural resources etc).</p> <p>Check Points</p> <p>Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.</p> <p>Use correct vocabulary to describe process e.g. twisted, rolled, stretched.</p>	<p>To explore discipline printing</p> <p>To know what the word texture is and describe how objects such as fruit and vegetables feel</p> <p>To know that prints can be made using a range of materials such as fruit and vegetables</p> <p>Check Points</p> <p>Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours.</p> <p>Know how to make colours lighter and darker using black and white.</p> <p>Know the names of some other colours mixed this way e.g. pink and grey.</p>	<p>Explore Georgia O’Keeffe’s work, her flowers in particular.</p> <p>To learn to look at and comment on details in paintings – shape of the petals, individual lines etc.</p> <p>Learn how to create observational drawings of plants and focus on landscapes Artist Megan Coyle</p> <p>To use a range of materials to draw e.g. pencils, chalk, charcoal, oil pastels etc.</p> <p>Use colours for different purposes</p> <p>To draw accurately through observation</p> <p>Learn how to make lines lighter and darker</p> <p>Learn how to draw a range of lines such as wiggly, straight, zig zag etc</p> <p>Explore colour mixing (primary to secondary and shades – black and white)</p> <p>To know what an artist is and does</p> <p>Check Points</p> <p>Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas .</p> <p>Create different depth of line using the above</p>	<p>To learn how to join a range of materials to create an object e.g. to create their own animals based on learning/ stimulus.</p> <p>To talk about their creations, explaining the processes they have used</p> <p>To learn that construction can be used imaginatively</p> <p>Be able to explain choices of materials and shapes</p> <p>Learn about fixings for different scenarios including types of glue and tape</p> <p>Explore the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p>Check Points</p> <p>Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.</p> <p>Use correct vocabulary to describe process e.g. twisted, rolled, stretched.</p>	<p>To know that mark making can be done by using a variety of painting tools e.g. sponges, tissue, fabric, string etc.</p> <p>To hold a paint brush correctly</p> <p>To learn how to achieve better control (holding in a tripod grid close to the brush part of the paintbrush).</p> <p>Explore how colours can be made darker or lighter by adding black/white (tone). (Revisit)</p> <p>To know what an art gallery is</p> <p>Use stem sentences to express opinion</p> <p>To learn how to give advice and feedback to others work Be able to share creations with precise language Check Points</p> <p>Use different tools for a particular purpose e.g. brushes, sponges, rollers.</p> <p>Accurately use a paint brush</p> <p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and</p>
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				<p>Theme: Tools and Fixing</p> <p>To know that prints can be made onto a range of materials such as dough</p> <p>Learn to use a range of tools such as knives, cutlery, trowels, hammers etc safely</p> <p>Check Points Accurately use a range of small tools – scissors, cutlery, stapler, hole punch, trowel.</p> <p>Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely (goggles and gloves).</p> <p>Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape</p>		<p>techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p>
<p>Expressive Arts and Design</p>  <p>Music</p>	<p>Theme: Experimenting with sound</p> <p>To join in with CW Harvest Festival Songs</p> <p>To experiment with different instruments and their sounds</p> <p>Experiment with voices</p>	<p>Theme: Response, discussion and evaluation</p> <p>Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch with the music.</p> <p>Explore lyrics by suggesting appropriate actions</p> <p>Exploring the story behind the lyrics of music.</p> <p>Listening to music and explaining what can be heard</p> <p>Listen to performances and express opinions</p>	<p>Theme: Dance with movement patterns</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Consider whether a piece of music has a fast, moderate or slow tempo</p> <p>Choose instruments for different songs and story sounds</p>	<p>Themes: Using Voices</p> <p>Explore the dynamics of instruments – loud, quiet, soft etc</p> <p>Listen to sounds and match them to an object or instrument.</p> <p>Listen to sounds and identifying high and low pitch</p> <p>Explore the pitch and melodic shape of songs</p> <p>To name a range of instruments</p> <p>Make sounds with different parts of an instrument</p>	<p>Theme: Listening with concentration</p> <p>Listen to and repeat a simple rhythm</p> <p>Listen to and repeat simple lyrics</p> <p>Play simple rhythms and patterns</p> <p>To keep a steady beat when playing an instrument.</p> <p>Create songs of their own to known tunes</p>	<p>Themes: Playing Instruments</p> <p>Use stem sentences to respond to music</p> <p>Express preferences</p> <p>Create movement and action to stories and music</p> <p>Check Points Accompany songs with simple instruments, keeping a steady beat.</p> <p>Name an increasing number of instruments, describing the</p>



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	<p>Check Points Choose particular body parts and sounds for their own imaginative purposes.</p> <p>Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds.</p> <p>Tap out simple repeated rhythms.</p>	<p>Check Points Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Respond imaginatively to art works and objects, e.g. this music sounds like dinosaurs ...</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Check Points Experiment with different ways of moving to music</p> <p>Represent their own ideas, thoughts and feelings through dance.</p> <p>Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</p>	<p>Understand that different instruments make different sounds and group them accordingly.</p> <p>Check Points Recall an increasing repertoire of familiar songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Create songs of their own to match their imaginative play (often sung to a known tune).</p>	<p>Check Points Listen with concentration to stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking.</p> <p>Listen to others, e.g. when singing a short song / sharing opinion about music and performance</p>	<p>sounds they make and what they might be used for.</p> <p>ELG</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Sing a range of well-known nursery rhymes and songs;</p>
<p>Expressive Arts and Design</p>  <p>Being Imaginative</p>	<p>To know how to work safely and hygienically</p> <p>To negotiate roles in roleplay</p>	<p>To listen actively to a variety of music or a performance etc and describe how it makes you feel.</p> <p>To link an idea through dance.</p> <p>To link ideas together to make own dance</p> <p>Autumn 2 Checkpoint: Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>To begin to create costumes and resources for role play</p> <p>To cooperate and collaborate in role play, drama or storytelling.</p>	<p>To make props and costumes for different role play scenario linked to traditional tales</p> <p>Spring 2 Checkpoint Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Be able explain what they are building in small world etc.</p> <p>Make props and drawings for pretend play.</p>	<p>To use stories and curriculum content in pretend play</p> <p>ELG</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>



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Several schemes are used in Reception and listed below:

- Read, Write Inc
- Literacy Tree
- White Rose Maths
- Kapow Music
- Heart Smart
- Kidsafe (summer term)
- CUSP