



St John's Catholic Primary School

In God's Love We Shine Together

RECEPTION CURRICULUM

Class 1 2022-2023



Term	Development Matters Area of focus
Autumn 1	3- 4 year olds
Autumn 2	Reception
Spring 1	Reception
Spring 2	Reception/ ELGs
Summer 1	ELGs (EYFS Statutory Framework)
Summer 2	ELGs (EYFS Statutory Framework)

*EYFS St John's curriculum links

Communication and Language- Listening, attention and understanding & Speaking		
	I am learning to:	Adult to support me to:
Autumn 1 The Colour Monster- Anna Llenas The Rainbow Fish- Marcus Pfister Poetry focus: We're going on a bear hunt- Michael Rosen Children learn the rhyme, create their own and go on a bear hunt	- listen to longer stories and remember much of what happens The Colour Monster Rainbow Fish (story map) We're going on a bear hunt - pay attention to more than one thing at a time - use a wider range of vocabulary (e.g. to describe feelings) RAG vocabulary from chosen texts Colour Monster- fear, calm, joyful, angry, confused Rainbow fish- shimmering, glistening, emerged, iridescent, bubbled, playfully We're Going on a Bear Hunt – scared, frightened, squelch, squelchy, dark, gloomy - understand a question or instruction that has two parts Follow instructions for routines etc., e.g. get your coat and wait at the door - sing a large repertoire of songs Nursery rhymes Wind the bobbin up, Humpty Dumpty, Incy wincy, Wheels on the bus, Twinkle twinkle little star. - know many rhymes, be able to talk about familiar books and tell a long story Colour Monster (roleplay masks) Rainbow fish: - story map (see books) - roleplay masks and roleplay area – tuff tray - use longer sentences of 4- 6 words Support in provision, model during inputs; The colour monster is feeling sad. Rainbow Fish - Making fruit kebabs and sandwiches for the under the sea party – children to use full sentences asking for fruit for their kebabs. Organise story board for We're going on a bear hunt. Links to P4C	- adult to model grammar and tenses as misconceptions are frequent. Eg. Runned for ran, swimmied for swam - develop pronunciation of sounds, even though some may be difficult eg- r, j, f, ch, sh and multi-syllabic words such as pterodactyl, hippopotamus, planetarium

	- be able to express a point of view and debate when they disagree with adults or friends using words as well as actions - Likes/Dislikes grid on The Colour Monster and Rainbow Fish - Introduce actions (non-verbal signals) for agree and disagree. - Debate ideas in RE/PSHE - P4C would you rather games - start a conversation with an adult or friend and continue it for many turns - To be supported in provision. Model conversations on topics of interest. - use talk to organise themselves and their play- eg. Lets go on a bus, you sit there and I'll be the driver. - Role play home corner, model in outdoor area, using talk to make sandwiches/decorate cakes and share instructions when helping each other	
Autumn 2 Penguins – National Geographic – Anne Schreiber David Attenborough (Little People Big Dreams) by Isabel Sanchez Vegara The Jolly Christmas Postman – Allan Ahlberg and Janet Ahlberg	- sing and learn a large repertoire of songs, rhymes, poems – - Nursery Rhymes – revisit traditional tales/nursery rhymes featured in The Jolly Christmas Postman - Maths links ; 5 little speckled frogs, 5 little men in a flying saucer - Nativity songs - ask questions to find out more and check understanding - Introduce question stems e.g. who, what where, why, when and encourage children to ask questions about Penguins e.g. Can penguins fly? What do penguins eat? Where do they live? What are webbed feet? - Repeat with David Attenborough e.g. Who is David Attenborough? How has he helped us? Why is he famous? - The Jolly Christmas Postman – Visit the post office and ask Monica questions about how she helps us. - Father Daly – People who help us - learn and use new vocabulary - RAG vocabulary in each text and discuss meaning of the following: - Penguins - habitats, porpoise, barbed tongues, glacier, bitter, cold - David Attenborough – Wildlife, nature/naturalist, species, fossils, Science - The Jolly Christmas Postman – quiver, shiver, drifts - Create new vocabulary for adjectives for habitats - Label parts of a penguin - Attenborough roleplay lesson using language and facts learnt about penguins - understand how to listen carefully and why listening is important Star of the week, taking the dinner register, Nativity play, roleplay – building on each other's ideas (Doctor's Surgery) - articulate ideas and thoughts into well-formed sentences Support in provision by building upon incidental talk. Eg- "Your tower is the tallest I've seen all week. Do you think you can make it any taller?" - connect one idea or action to another using a range of connectives - describe events in some detail	- build sentences using new vocabulary be rephrasing what is being said in a structured way - talk about a problem together and come up with ideas for how to solves it - adult to give children problem solving words and phrases to use in their explanations such as 'so that', 'because', 'I think it is', 'you could', 'it might be'

	Describe events e.g. Halloween trick or treating, half term holiday plans, birthday party discussions, Christmas plans Describe how people help us and what we are thankful for - use talk to help work out problems and organise thinking Order events from The Jolly Christmas Postman Problem solving activities – Power Maths Curriculum Ordering size activity - explain how things work and why they might happen People who help us vehicles e.g. build own vehicle with wheels and axels Blubber experiment Ice exploration, its properties and changing state Oily feathers Post office schema - develop social phrases e.g. “Good morning, how are you?” Taking the register Doctors role play Post office role play Snack time Talk partners - engage in story times; listen to and talk about stories to build familiarity and understanding – Voting station- familiar books and texts that link to topic - retell stories with exact repetition and some in their own words- The Jolly Christmas Postman story sequencing Visits to Father Christmas - Engage, listen and talk about non-fiction books, develop familiarity with new vocab and knowledge- Penguin National Geographic focus text Arctic fox provision book Maps and atlases	
Spring 1 Tyrannosaurus Drip – Julia Donaldson Dinosaurs – National Geographic – Catherine Hughes	- sing and learn a large repertoire of songs, rhymes, poems I’m a dinosaur and I know it Dinosaur stomp Old MacDonald had a farm 5 little ducks Farmer in the Den - ask questions to find out more and check understanding -ask questions about dinosaurs e.g. where did they live? When were they alive? What did they look like?	

<i>Farmyard Hullabaloo by Giles Andreae</i>	What are they called? Etc. - Ask questions about different farm animals, what their young are called etc., - learn and use new vocabulary RAG words to understand them using picture cues to support Tyrannosaurus Drip – reeds, weeds, bride, veg, edge, grim, war, yet, stomp, jaws Dinosaur names e.g. pterodactyl, stegosaurus =, T-rex Vocabulary associated with animal offspring and adult counterpart e.g. sheep - lamb, cow – calf, hen – chick etc., Vocabulary associated with farmyard hullabaloo e.g. - understand how to listen carefully and why listening is important - listen to a longer text e.g. Tyrannosaurus drip. Discuss likes and dislikes and listen to other children’s ideas Listen in Church Celebration assemblies – team tickets - articulate ideas and thoughts into well-formed sentences Support in provision by building upon incidental talk. Discuss facts about dinosaurs Create their own dinosaur and explain its new features to their friend - use talk to help work out problems and organise thinking Links to Power Maths units - explain how things work and why they might happen People who help us vehicles, build own vehicle with wheels and axels, blubber experiment, oily feathers, post office schema - develop social phrases e.g. “Good morning, how are you?” Taking the register, doctors role play, post office role play - engage in story times; listen to and talk about stories to build familiarity and understanding – - engage in Tyrannosaurus Drip and discuss likes and dislikes about they story. - retell stories with exact repetition and some in their own words- Learn we’re going on a bear hunt and Jolly Christmas Postman. Retell stories to Post office visitor - engage, listen and talk about non-fiction books, develop familiarity with new vocab and knowledge- Penguin focus text, Arctic fox provision book, maps and atlas’	
Spring 2 Handa’s Surprise Jack and the jellybeanstalk	- connect one idea or action to another using a range of connectives - describe events in some detail Teach connectives and model how to use appropriately Follow actions/sequences when planting	

Poetry Focus Hello Spring!		
	I am learning to:	Adult to support me to:
Summer 1 Back to Bed with a bump! – Twinkl See inside Space – Usborne books - Katie Daynes Look Up! – Nathan Bryon	ELG: Listening, Attention and Understanding - listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - make comments about what I have heard and ask questions to clarify my understanding - hold conversation when engaged in back-and-forth exchanges with my teacher and peers. ELG: Speaking - participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary - offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.	- listen to a wealth of texts that will help to develop questioning and - use different question stems e.g. who, what, where, when, why - adult to model back and forth exchanges - develop my vocabulary by introducing me to new subject specific/topical vocabulary - use the correct tenses when talking
Summer 2 Supertato Traction Man Poetry Focus Tasty Poems – Jill Bennett	ELG: Listening, Attention and Understanding - listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - make comments about what I have heard and ask questions to clarify my understanding - hold conversation when engaged in back-and-forth exchanges with my teacher and peers. ELG: Speaking - participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary - offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.	
Personal Social and Emotional Development		
	I am learning to:	Adult to support me to:

Autumn 1 The Colour Monster- Anna Llenas The Rainbow Fish- Marcus Pfister Poetry focus: We're going on a bear hunt- Children learn the rhyme, create their own and go on a bear hunt	- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Support in provision Choosing appropriate tools in areas e.g. hole punch/scissors in creative, writing tools in mark making area, tools in construction, malleable tools for playdough activities - Develop their sense of responsibility and membership of a community e.g. register monitors, snack monitors, washing plates after snack, tucking in chairs, tidying areas, walking quietly around school etc. - Become more outgoing with unfamiliar people, in the safe context of their setting. Lunch time activities with whole school Y6 buddies Father Daly - Play with one or more other children, extending and elaborating play ideas Nursery outdoor activities Roleplay with masks e.g. Rainbow Fish. Retell the story Rainbow Fish – Shark lesson on turning away to show unhappiness Roleplay area – home corner Provision across EYFS for group play Under the Sea party with Y6 buddies - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Rainbow Fish – Shark lesson on turning away to show unhappiness PSHE – All about me, making friends, I am unique Discussing turn taking with roleplay masks e.g. not all children can be the Octopus or Rainbow fish Sharing resources e.g. glue sticks when in provision, hard hat in construction. - Increasingly follow rules, understanding why they are important. Class rules Fire Drill School rules e.g. lunch hall - Remember rules without needing an adult to remind them. Class rules become intrinsic quickly - Develop appropriate ways of being assertive. Turn taking, being monitors, - Talk with others to solve conflicts Adults to model and scaffold solving conflicts Circle Time Roleplay situations	- participate in inviting new activities that encourages me to come over and join in, such as folding paper to make animals, sewing or weaving. - carry out decisions, respecting the wishes of the rest of the group. - adult to model how to listen to someone else and agree a compromise. - adult to model ways that you can calm yourself down, such as stopping and taking a few deep breaths
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	- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. End of day celebratory discussions of things they have enjoyed Colour Monster feelings faces in mirrors identifying different emotions Colour Monster- fear, calm, joyful, angry, confused, happy Rainbow fish- playfully, sad, alone, disappointed, proud, amazed, shocked, wise, happy We're Going on a Bear Hunt – scared, frightened - Understand gradually how others might be feeling Restorative Practice modelled and taught during conflicts	
Autumn 2 Penguins – National Geographic – Anne Schreiber David Attenborough (Little People Big Dreams) by Isabel Sanchez Vegara The Jolly Christmas Postman – Allan Ahlberg and Janet Ahlberg	- Show more confidence in new social situations. Walk to the local Post Office to ask Monica questions about how she helps us Assembly Church visits Christmas Party EYFS/KS1 Nativity performance with parents - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Getting ready for hometime Getting dressed/undressed for PE Brushing teeth after lunch Puddle suits and wellies - Make healthy choices about food, drink, activity and toothbrushing. Fruit kebabs Under the Sea Party (Autumn 1) Winter safety day – washing hands, healthy choices and exercise, germ activity - See themselves as a valuable individual We're All Wonders story book PSHE activities Star of the week - Build constructive and respectful relationships. Register monitor (relationship with Bursar) Y6 buddies - Express their feelings and consider the feelings of others - Identify and moderate their own feelings socially and emotionally. Links to Colour Monster (feelings faces) Restorative practice Favourite moment of the day - Show resilience and perseverance in the face of challenge	- adult will remind me to wash my hands - wash and dry my hands correctly - brush my teeth correctly - high expectations, following instructions - identify exemplary behaviour - think about my own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. - adult to model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians. Trip to Post Office

	Writing Cutting Getting dressed/undressed Zips - Think about the perspectives of others. Restorative Practice Other faiths/celebrations - Manage their own needs: Personal hygiene Washing hands with soap - Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	
	I am learning to:	Adult to support me to:
Spring 1 Tyrannosaurus Drip – Julia Donaldson Dinosaurs – National Geographic – Catherine Hughes <i>Farm Book</i>	- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs: Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	- adult will remind me to wash my hands - wash and dry my hands correctly - brush my teeth correctly - high expectations, following instructions - identify exemplary behaviour - think about my own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. - adult to model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians. Trip to Post Office
Spring 2 Poetry Focus		
	I am learning to:	Adult to support me to:
Summer 1	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. ELG: 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. ELG: 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.	
Summer 2	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. ELG: 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. ELG: 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.	
Physical Development		

	I am learning to:	Adult to support me to:
Autumn 1 The Colour Monster- Anna Llenas The Rainbow Fish- Marcus Pfister Poetry focus: We're going on a bear hunt- Children learn the rhyme, create their own and go on a bear hunt	PE Topic with West Lancs: Fundamental Movement Skills taught through Space unit -Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Fine motor – playdough mats choosing facial expressions for Colour Monster and making scales for Rainbow Fish - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Use one-handed tools and equipment, for example, making snips in paper with scissors. Provide supportive scissors for those who need it Malleable area - Use a comfortable grip with good control when holding pens and pencils. Squiggle whilst you wiggle - Show a preference for a dominant hand Handwriting practice Squiggle whilst you wiggle Fine motor opportunities in malleable area - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Coats/hats/scarves/socks and tights Getting changed for PE	- paint, chalk or make marks with water on large vertical surfaces - 'cross the mid-line' of their bodies - Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it. - adult will support me with hand over hand help (if necessary) when using one handed tools - adult will help them to develop a comfortable pencil grip e.g. tripod grip
Autumn 2 Penguins – National Geographic – Anne Schreiber	PE Topic with West Lancs: Dance Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Trim trail Bikes/scooters	- Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. -Develop ball skills by providing a range of

David Attenborough (Little People Big Dreams) by Isabel Sanchez Vegara The Jolly Christmas Postman – Allan Ahlberg and Janet Ahlberg	Woodland area -Progress towards a more fluent style of moving, with developing control and grace. Dance unit - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Dance unit - 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. Provision through People Who Help Us Writing media: pencils, pens, felt tips, crayons, whiteboard markers, chalk, oil pastel, paint, watercolours Tools: pencils/pens etc., paintbrushes, rolling pins, hole punches, playdough tools, shape cutters, tweezers Developed fine motor skills for people who help us display, shape penguins, life cycle penguin cut and stick Penguin ice break activity – rolling pins and tools - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. New chairs to support posture and positioning Vertical writing Squiggle whilst you wiggle Trim trail Football Cosmic Yoga Sitting on the carpet - Combine different movements with ease and fluency. Dance - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility PE topics Bikes/scooters Trim trail - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting,	different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons. - Encourage me to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.
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	and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Support in outdoor provision - Develop the foundations of a handwriting style which is fast, accurate and efficient Squiggle whilst you wiggle Daily handwriting practice Name writing activities/morning jobs Read Write Inc letter formation in phonics Modelling on the board Comfortable seated position at tables - Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes	
	I am learning to:	Adult to support me to:
Spring 1 Tyrannosaurus Drip – Julia Donaldson Dinosaurs – National Geographic – Catherine Hughes <i>Farm Book</i>	PE Topic with West Lancs: 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. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - 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. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	- Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. -Develop ball skills by providing a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when confident to engage with them. - Introduce tennis balls, ping pong balls, beach balls and balloons. - Encourage me to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.

	- Develop the foundations of a handwriting style which is fast, accurate and efficient. - Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes	
Spring 2 Poetry Focus	PE Topic with West Lancs:	
	I am learning to:	Adult to support me to:
Summer 1	PE Topic with West Lancs: ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: 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 - Begin to show accuracy and care when drawing.	
Summer 2	PE Topic with West Lancs: ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: 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 - Begin to show accuracy and care when drawing.	
Literacy		
	I am learning to:	Adult to support me to:
Autumn 1 The Colour Monster- Anna Llenas	-Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Book talk and exploration when focus text introduced	-Adult to identify different parts of the books, for example, the cover, the author, the page number when reading to me.

The Rainbow Fish- Marcus Pfister Poetry focus: We're going on a bear hunt- Children learn the rhyme, create their own and go on a bear hunt	Whole class story time Reading corner enhanced with topic specific books - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Nursery rhymes 1:1 Phonics Assessments Whole class phonics following Read Write Inc. Phonics picture cards (initial sounds) Colour Monster feelings e.g. initial sounds for happy and sad Characters names for Rainbow Fish e.g. O for octopus (see books) We're going on a bear hunt repetition - Engage in extended conversations about stories, learning new vocabulary. RAG vocabulary from chosen texts Colour Monster- fear, calm, joyful, angry, confused Rainbow fish- shimmering, glistening, emerged, iridescent, bubbled, playfully We're Going on a Bear Hunt – scared, frightened, squelch, squelchy, dark, gloomy - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Recipe for happiness (Colour Monster) Draw a picture of times when they have felt happy/sad etc and label with initial sounds/mark make (linked to Colour Monster) Early mark making e.g. chalk, shaving foam, flour, glitter in tuff trays Morning jobs e.g. handwriting - Write some or all of their name Name building Daily name writing activity Write name on work e.g. when creating something in provision - Write some letters accurately Daily phonics Daily handwriting Early mark making e.g. chalk, shaving foam, flour, glitter in tuff trays Letters in their name Invitations for Y6 buddies inviting them to the Under the Sea Party Sequence story and add key words to the story board (We're going on a bear hunt)	- make changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car" - use magnet letters to spell a word ending like 'at'. Encourage me to put other letters in front to create rhyming words like 'hat' and 'cat'.
Autumn 2	- Read individual letters by saying the sounds for them.	-provide me with a range of mark making

Penguins – National Geographic – Anne Schreiber David Attenborough (Little People Big Dreams) by Isabel Sanchez Vegara The Jolly Christmas Postman – Allan Ahlberg and Janet Ahlberg	Phonics Assessment Daily phonics CVC fish feeding the penguins activity - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Phonics Assessment Daily phonics CVC fish feeding the penguins activity - Read some letter groups that each represent one sound and say sounds for them. Phonics RWI CVC fish feeding the penguins activity Read labels of presents (Post Office roleplay Jolly Christmas Postman) Read letters/postcards in The Jolly Christmas Postman and link to other Nursery Rhymes/Traditional tales - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read texts and discuss different habitats through photographs and maps RAG vocabulary Adjective lesson to create word bank and new vocabulary about habitat - Spell words by identifying the sounds and then writing the sound with letter/s. Label habitat with initial sounds Label parts of a penguin e.g. feet, beak etc. List items to take to Antarctica segmenting sounds for writing (see books) Write letters to Father Christmas (see books) -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (If child is ready) Sentence building including human sentences e.g. It is cold. Children write own sentences using word cards to support Create penguin belly flap book with facts they have learnt about habitats, eating, travel, description and fun fact (see books) - Re-read what they have written to check that it makes sense with support. Create penguin belly flap book with facts they have learnt about habitats, eating, travel, description and fun fact	resources e.g. pens, pencils, chalk, water. - encourage mark making in each of the areas in class and outside - help me to become familiar with groups of letters e.g. special friends 'sh, th, ch, ay' etc.
	I am learning to:	Adult to support me to:
Spring 1 Tyrannosaurus Drip –	- Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences	- hold a sentence orally before writing - introduce me to some common

Julia Donaldson Dinosaurs – National Geographic – Catherine Hughes <i>Farm Book</i>	and, where necessary, a few exception words. -identify and read simple rhyming words with support (examples taken from Tyrannosaurus Drip) veg-edge, reeds-weeds, side-bride, war-dinosaur, grim-swim, wet-yet - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - describe mum dinosaur and write adjectives (Tyrannosaurus Drip) - Re-read what they have written to check that it makes sense.	exception words. Adult to identify correspondences between letters and sounds that are unusual or that have not yet been taught e.g. 'do, said, were'. - write words that are tricky to spell - adult to model how to read and re-read my own writing
Spring 2 Poetry Focus	-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.	
	I am learning to:	Adult to support me to:
Summer 1	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. ELG: 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. ELG: Writing - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others.	
Summer 2	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. ELG: 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. ELG: Writing - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others.	
Mathematics		
	I am learning to:	Adult to support me to:
Autumn 1 The Colour Monster- Anna Llenas The Rainbow Fish- Marcus Pfister Poetry focus: We're going on a bear hunt- Children learn the rhyme, create their own and go on a bear hunt	-Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Subitising games modelled to children and used as enhancements in provision Five frame flash on IWB - Recite numbers past 5. Counting daily e.g. counting the number of children in class and adding it to display Counting sounds e.g. dropping conkers into a bucket Counting months of the year Daily calendar (dates) - Say one number for each item in order: 1,2,3,4,5. Power Maths U1: numbers to five - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Baseline Assessment Daily counting Finger pointing Power Maths units - Show 'finger numbers' up to 5. Daily - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Follow the Power Maths Scheme

	Power Maths U1: numbers to five Power Maths U2: Comparing groups within five - Experiment with their own symbols and marks as well as numerals. Mark making in tuff trays e.g. sand, glitter, shaving foam etc - Compare quantities using language: 'more than', 'fewer than'. Baseline Assessment Power Maths units Incidental talk in provision - Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'. Links to 'We're going on a bear hunt' Prepositional language cards Making a map for a bear hunt Discussing directions e.g. left, right, up, down etc. - Make comparisons between objects relating to size, length, weight and capacity. Ordering objects by size in provision Exploring scales in the maths area Capacity in water area	
Autumn 2 Penguins – National Geographic – Anne Schreiber David Attenborough (Little People Big Dreams) by Isabel Sanchez Vegara The Jolly Christmas Postman – Allan Ahlberg and Janet Ahlberg	Power Maths: U3 – Shape (2D and 3D shapes) -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. What's in the bag? Post office 3d shapes/parcels in role play area Identify shapes in our environment – focus on shapes associated with people who help us e.g. circle lollipop sign for lollipop person, rectangles on police cars etc. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Building towers and exploring properties of cones, cylinders, pyramids, cubes Shapes in construction and outside - Combine shapes to make new ones – an arch, a bigger triangle, etc. Construction area - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Identifying patterns on uniforms for people who help us - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. Printing 3D shapes to see 2D faces in repeating patterns	

	- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Link to stories Maths storyboards e.g. first, then, now linked to Power Maths Instructions for hometime Calendar dates e.g. 1st, 2nd, 3rd etc Post office schema - Select, rotate and manipulate shapes to develop spatial reasoning skills. Shape bowling alley Support in provision - Compose and decompose shapes so that children recognise a shape within it just as numbers can. Power Maths U4: change within five Power Maths U5: Number bonds within 5 Power Maths U6: Space - Solve real world mathematical problems with numbers up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	
	I am learning to:	Adult to support me to:
Spring 1 Tyrannosaurus Drip – Julia Donaldson Dinosaurs – National Geographic – Catherine Hughes <i>Farm Book</i>	-Count objects, actions and sounds - Subitise - Link the numeral with its cardinal number value - Count beyond 10 -Compare numbers - Understand the 'one more than/one less than' relationship between consecutive numbers - Explore the composition of numbers to 10. - Automatically recall number bonds for number 0-5 and some to 10. - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape within it just as numbers can. - Continue and copy repeating patterns. - Compare length, weight and capacity.	
Spring 2 Poetry Focus		
	I am learning to:	Adult to support me to:
Summer 1	Mathematics ELG: Number - Have a deep understanding of number to 10, including the composition of each number; 14 - 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. ELG: 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.	
Summer 2	Mathematics ELG: Number - Have a deep understanding of number to 10, including the composition of each number; 14 - 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. ELG: 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.	
Understanding the World		
	I am learning to:	Adult to support me to:
Autumn 1 The Colour Monster- Anna Llenas The Rainbow Fish- Marcus Pfister Poetry focus: We're going on a bear hunt- Children learn the rhyme, create their own	-Use all their senses in hands-on exploration of natural materials. Loose Parts Play Nature walk in the woodland area Leaf necklaces Bear hunt (Bears hidden in the woodland area for children to find) Bear hunt walk in the mud/grass Icy field walks Seasonal collages in ice Mud kitchen - Explore collections of materials with similar and/or different properties. Nature walks Curiosity cube e.g. signs of autumn Things made of wood e.g. twigs, bark, wooden tools, climbing frame, construction blocks	- explore different activities and engage in hands on exploration of natural materials - complete different investigations - learn new vocabulary - provide opportunities to change materials from one state to another

and go on a bear hunt	Natural materials e.g. shells, rocks, leaves, twigs etc. Floating and sinking investigation linked to Rainbow Fish - Talk about what they see, using a wide vocabulary. Bear Hunt vocabulary e.g. textures, scents Book talks e.g. scenery and discussing images Discussing weather each day and adding to calendar News about what they have seen at the weekend/holidays - Begin to make sense of their own life-story and family's history. PSHE This is me writing display Pictures of family in their 'all about me' bags - Explore how things work. Classroom equipment e.g. pencil sharpeners, single/shaped hole punch - Plant seeds and care for growing plants. Cress heads (All about me PSHE) - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. E.g. Freezing and melting, cooking - Continue developing positive attitudes about the differences between people. Celebrating each other's achievements outside/inside of school e.g. football trophies, gymnastic activities, star of the week PSHE – Differences We're All Wonders (discussing over how we are different and unique) - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explored Arctic and Antarctica (Autumn 2 Penguins) Celebrating family heritage within class	
Autumn 2 Penguins – National Geographic – Anne Schreiber David Attenborough (Little People Big	- Understand the key features of the life cycle of a plant and an animal. Penguin life cycle in People Who Help Us unit (David Attenborough) Revisit in Dinosaur unit (Spring 1) - Show interest in different occupations. People who help us topic Father Daly What would you like to do when you grow up -Talk about members of their immediate family and community.	-talk about different people in our community - identify where I live - identify places of worship

Dreams) by Isabel Sanchez Vegara The Jolly Christmas Postman – Allan Ahlberg and Janet Ahlberg	Monica and Jim at the Post Office Father Daly Class Teachers and support staff School community Discussions over families Other faiths - Judaism - Name and describe people who are familiar to them. Discuss people in our families who help us and how they help us David Attenborough – mind map who he is and his impact on our wider community; celebrating his achievements - Comment on images of familiar situations in the past. Timeline of their history Baby pictures shared and discussion on important events in their lives. - Compare and contrast characters from stories, including figures from the past. - Guy Fawkes – explored timeline The Jolly Christmas Postman identify different characters from Nursery Rhymes and traditional tales - Draw information from a simple map Draw a map for a bear hunt (Autumn 1) Map to the post office - Understand that some places are special to members of their community. Church Parish Hall School Sports Centre - Recognise that people have different beliefs and celebrate special times in different ways. Christianity – Links to Advent in RE Judaism – making a Menorah and talking about Hanukkah - Recognise some similarities and differences between life in this country and life in other countries. Compare and contrast live in Antarctica with our lives - Explore the natural world around them. Explore Google Maps and use it to look at our local area and Antarctica Making leaf necklaces Walked around our school grounds Walk to Church Walk to the Post Office - Describe what they see, hear and feel whilst outside.	
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	Seasonal walks - Recognise some environments that are different from the one in which they live. Compare and contrast live in Antarctica with our lives - Understand the effect of changing seasons on the natural world around them. Seasonal walks Evergreen – links to Christmas snow globe decorations Identify seasons and weather on the daily calendar	
	I am learning to:	Adult to support me to:
Spring 1 Tyrannosaurus Drip – Julia Donaldson Dinosaurs – National Geographic – Catherine Hughes <i>Farm Book</i>	- Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Draw information from a simple map. - 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. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one in which they live. - Understand the effect of changing seasons on the natural world around them.	
Spring 2 Poetry Focus		
	I am learning to:	Adult to support me to:
Summer 1	ELG: Past and Present - 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. ELG: People, Culture and Communities - 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. ELG: The Natural World - 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.	
Summer 2	ELG: Past and Present - 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. ELG: People, Culture and Communities - 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. ELG: The Natural World - 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.	
Expressive Arts and Design		
	I am learning to:	Adult to support me to:
Autumn 1	-Take part in simple pretend play, using an object to represent something else even though they are not similar.	

The Colour Monster- Anna Llenas The Rainbow Fish- Marcus Pfister Poetry focus: We're going on a bear hunt- Children learn the rhyme, create their own and go on a bear hunt	Roleplay - Home corner, Rainbow Fish, Colour Monster Hot seating Loose parts play Playdough area Construction area - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Small world tuff trays Sea scene tuff tray – Rainbow Fish - Explore different materials freely, to develop their ideas about how to use them and what to make. Loose Parts Rainbow Fish scale picture Creative area Printing with celery – rainbow fish scales - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. Creative area Octopus craft (paper chain display for party) Individual octopus with strings and beads - Create closed shapes with continuous lines and begin to use these shapes to represent objects. Self portrait Rainbow fish story board Water colour pumpkin art - Draw with increasing complexity and detail, such as representing a face with a circle and including details. Self portrait Pictures of families Storyboards Creative/Writing area - Use drawing to represent ideas like movement or loud noises. Story map (We're going on a bear hunt) symbols to show movement and noise e.g. hoo woo snow storm Sounds of nature (We're going on a bear hunt) - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore	
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	colour and colour mixing. Colour Mixing Colour Monster - Show different emotions in their drawings – happiness, sadness, fear, etc. Feelings faces in mirror Drawing events when we felt different emotions (Colour Monster) - Play instruments with increasing control to express their feelings and ideas. Making noises using everyday objects e.g. pans, spoons etc Body percussion Sounds of nature	
Autumn 2 Penguins – National Geographic – Anne Schreiber David Attenborough (Little People Big Dreams) by Isabel Sanchez Vegara The Jolly Christmas Postman – Allan Ahlberg and Janet Ahlberg	- Listen with increased attention to sounds. Listen to sounds of nature on season walks Charranga music - Respond to what they have heard, expressing their thoughts and feelings. PSHE Sharing opinions e.g. about stories, activities, events, book reviews etc. - Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Nativity songs Nursery rhymes Maths songs e.g. 5 little men in a flying saucer - Create collaboratively, sharing ideas, resources and skills. Milk bottle igloo Papier mache penguin - Listen attentively, move to and talk about music, expressing their feelings and responses. Nativity Songs Charranga music - Watch and talk about dance and performance art, expressing their feelings and responses. Dance topic in PE; watched group performances - Sing in a group or on their own, increasingly matching the pitch and following the melody. Nativity Church - Develop storylines in their pretend play	-adult to model different storylines in pretend play and encourage me to do the same - keep a steady beat - adult to model how to tap rhythms - adult to play music with a pulse - create my own music - choreograph my own dance

	Doctors surgery roleplay area Post office roleplay Support and extend on play ideas in provision - Explore and engage in music making and dance, performing solo or in groups Nativity Dance unit PE Cosmic Yoga Go Noodle	
	I am learning to:	Adult to support me to:
Spring 1 Tyrannosaurus Drip – Julia Donaldson Dinosaurs – National Geographic – Catherine Hughes <i>Farm Book</i>	- Create their own songs or improvise a song around one they know. Music – You’re a T-rex and you know it - 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.	
Spring 2 Poetry Focus		
	I am learning to:	Adult to support me to:
Summer 1	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. ELG: Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher - 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.	
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I am learning to: -talk about my feelings -show an understanding of my own feelings and feelings of those around me -form positive attachments to adults - form friendships with peers - use a wider range of vocabulary (to describe feelings) e.g. fear, calm - begin to understand 'why' questions. e.g.- why didn't they want to play with rainbow fish	Accepting needs of others Woodland team games	Speaking to others about needs, wants and interests Initiating conversation Resolving arguments	Taking turns Solving problems and arguments independently	Stop and think before acting Listening to others with interest	Getting ready for Year 1 transition Talking about change
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Summer 2	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. ELG: Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher - 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.	
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