

## Reception Curriculum Overview



### Intent

We believe that a strong foundation is vital for excellent future progress in school and in life; our priorities reflect our specific school context and we aim to develop curious and confident learners who:

- explore and respect themselves, their community and wider world;
- show a level of emotionally literacy which enables them to understand and express their feelings and enables them to navigate a range of social situations;
- display an ability to navigate the EYFS environment independently and with a widening vocabulary to describe their world;
- have a developing understanding of the Hitherfield Learning Dispositions in order to experience success as well as overcoming setbacks, recognising how they did so;
- have a secure phonological awareness (up to phase 4) and an ability to blend sounds in order to learn to read simple words and sentences;
- develop a love of literature;
- explore and fulfil their physical potential, including the ability to hold a pencil with an appropriate grip and to form all lowercase letters correctly; the numerical knowledge and a deep understanding of numbers to and within 10, in preparation for their future learning;

### Our Approach

At Hitherfield we believe that free play is crucial to the children's progress and development. Our curriculum allows play which is child led, play which is sensitively supported and extended by adults. We enhance our provision through our half termly topics which bring new ideas and experiences into the children's lives. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we will be encouraging through this play and through our whole class carpet sessions.

***The themes outlined below may be adapted to allow for children's interests.***

***Development Matters Statements are recorded in bold throughout the table below.***

## Reception Curriculum Map

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Theme</b>	Me, Myself & Others	Celebrations	Superheroes	Animals in their Habitats	Growing and Living	Journeys	
<b>Core texts</b> <i>Subject to change each year</i>	<ul style="list-style-type: none"> <li>- Whole school text</li> <li>- Who Are You?</li> <li>- Your Name is a Song</li> <li>- The Colour Monster</li> <li>- Ruby's Worry</li> <li>- Ravi's Roar</li> <li>- Perfectly Norman</li> </ul>	<ul style="list-style-type: none"> <li>- The Nativity Story</li> <li>- Father Christmas Needs a Wee</li> <li>- Happy Birthday Winnie</li> <li>- Hurray for Diwali</li> <li>- Elmo's Little Dreidle</li> </ul>	<ul style="list-style-type: none"> <li>- Supertato (Drawing Club)</li> <li>- My First Heroes - Scientists</li> <li>- A Superhero Like You</li> <li>- Iggy Peck Architect</li> <li>- Nat Fantastic</li> <li>- Michael Recycle</li> <li>- Ten Little Superheroes</li> <li>- Emergency!</li> </ul>	<ul style="list-style-type: none"> <li>- Where the Wild Things Are</li> <li>- Where Bear?</li> <li>- Actual Size</li> <li>- Blue Penguin</li> <li>- Alba and the Ocean Cleanup OR the Fish Who Could Wish</li> <li>- Where the forest meets the Sea</li> <li>- Rain</li> <li>- Twist and Hop - Minibeast Bop</li> </ul>	<ul style="list-style-type: none"> <li>- Who is in the Egg?</li> <li>- Grandma's Bill</li> <li>- Tad</li> <li>- Jack and the Beanstalk</li> <li>- Jim and the Beanstalk</li> <li>- The Extraordinary Gardener</li> <li>- Minibeasts</li> <li>- Life Cycles books as supporting texts</li> </ul>	<ul style="list-style-type: none"> <li>- Martha Maps it Out</li> <li>- Naughty Bus</li> <li>- Splash</li> <li>- Same Same but different</li> <li>- Mama Panya's Pancakes</li> <li>- All aboard for the Bobo Road</li> <li>- Why the Elephant has a Trunk</li> <li>- Anna Hibiscus Splash</li> </ul>	
<b>Additional texts for storytime</b> <i>Collating these will be a focus for 2024/25</i>	<ul style="list-style-type: none"> <li>Superduper You</li> <li>You choose</li> <li>The Rainbow Fish</li> <li>My Two Grannies</li> <li>We're All Wonders</li> <li>What Makes Me a Me?</li> <li>My Great Grandpa</li> <li>Peepo</li> <li>All the Ways to be Smart</li> <li>Children of the World</li> </ul>	<ul style="list-style-type: none"> <li>8 Nights of Hannukkah</li> <li>Lighting a Lamp</li> <li>The Nativity Story</li> <li>I want Two Birthdays</li> <li>Ten Rules of the Birthday Wish</li> <li>The Snowman</li> <li>Joy to the World!: Christmas Around the Globe</li> </ul>	<ul style="list-style-type: none"> <li>Emergency!</li> <li>Midnight Superhero</li> <li>Superhero Scared</li> <li>Superworm</li> <li>What do grown ups do all day?</li> <li>I don't want to wash my hand</li> <li>My Mummy is a Scientist</li> <li>Mog and the VET</li> <li>Poems Out Loud!</li> </ul>	<ul style="list-style-type: none"> <li>Commotion in the Ocean (Poetry)</li> <li>Mad About Minibeasts (Poetry)</li> <li>What the Ladybird Heard</li> <li>The View at the Zoo</li> <li>Circle</li> <li>Where Forests Meet the Sea</li> </ul>	<ul style="list-style-type: none"> <li>Once there were giants</li> <li>The Growing Story</li> <li>Little Red hen</li> <li>Clean Up</li> </ul>	<ul style="list-style-type: none"> <li>The House that Once Was</li> <li>My First Heroes</li> <li>Explorers</li> <li>Coming to England</li> <li>At the Same Moment</li> <li>Around the World</li> <li>Amazing Grace (journey to personal growth)</li> </ul>	
<b>Song / poem</b> <i>Subject to change each year</i>	Familiar songs and rhymes	My Place to Fly - Ted Sheu	If I was a Superhero - Sally Gray	We're Going on Safari - Scholastic	This Little Pencil by Matt Goodfellow	A Great Big Cuddle Book - Michael Rosen	

## Sequence of Learning in Prime and Specific Areas of Learning and Development

### Communication and Language - interactions techniques based on Little Wandle Foundations

<p><b>Listening, attention and understanding</b></p>	<p><b>Understand how to listen carefully</b></p> <p><b>Understand why listening is important</b></p> <p><b>Engage in storytimes</b></p> <p>Begin to understand who, where and when questions</p> <p>Follow one step instructions</p>	<p>Listen to stories and join in, e.g. with repeated refrains and / or actions</p> <p><b>Listen carefully to rhymes and songs, paying attention to how they sound</b></p> <p><b>Learn rhymes, poems and songs</b></p> <p>Begin to understand why questions</p> <p>Follow instructions with more than one step</p>	<p><b>Use talk to organise thinking</b></p> <p>Ask questions to find out more (using prompts)</p> <p>Begin to understand why and how questions</p> <p>Hold back and forth conversations with adults and peers (modelling and support if necessary)</p>	<p><b>Engage in non-fiction book</b></p> <p><b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</b></p> <p>Understand who, where, when, what, why and how questions</p> <p><b>Learn poems, rhymes and songs</b></p> <p>Follow more complex instructions</p>	<p><b>Listen to and talk about stories to build familiarity and understanding</b></p> <p>Understand who, where, when, what, why and how questions</p> <p><b>Engage in non-fiction books</b></p>	<p><b>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</b></p> <p><b>Ask questions to find out more and to check they understand what has been said to them</b></p>	<p><b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</b></p> <p><b>Make comments about what they have heard and ask questions to clarify their understanding;</b></p> <p><b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b></p>
<p><b>Speaking</b></p>	<p><b>Learn new vocabulary</b> (through phonics, storytime and continuous provision)</p> <p><b>Develop social phrases</b></p> <p>Use sentences in play</p>	<p>Use new vocabulary throughout the day</p> <p><b>Articulate their ideas and thoughts</b> using sentence stems if necessary</p>	<p><b>Describe events in some detail</b> (events that have happened, are happening or will happen) using picture prompts or stem sentences</p> <p><b>Use new vocabulary in different contexts</b></p> <p><b>Listen to and talk about stories</b></p>	<p><b>Connect one idea or action to another using a range of connectives</b></p> <p><b>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</b></p>	<p><b>Articulate their ideas and thoughts in well-formed sentences</b></p> <p><b>Explain how things work and why they might happen</b></p>	<p><b>Use talk to help work out problems and organise thinking and activities</b> using stem sentences if necessary</p> <p><b>Describe events in some detail</b> (events that have happened, are happening or will happen)</p>	<p><b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</b></p> <p><b>Offer explanations for why things might happen, making use of recently introduced</b></p>

				<p>Ask questions to find out more and check they understand what has been said to them</p> <p>Talk about the non-fiction books they read to develop familiarity with new knowledge and vocabulary</p>			<p><b>vocabulary from stories, non-fiction, rhymes and poems when appropriate;</b></p> <p><b>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</b></p>
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**Personal, Social and Emotional Development**

<p><b>Self Regulation</b></p>	<p>Begin to identify and express feelings</p> <p>Begin to moderate feelings (with support and modelling)</p> <p>Develop confidence and skills needed to manage the school day</p> <p>Focus during short whole class activities</p>	<p><b>Express their feelings</b> appropriately</p> <p>Understand that other people might have different ideas to them</p> <p>Begin to understand our Hitherfield Learner Dispositions</p>	<p><b>Express their feelings and</b> begin to <b>consider the feelings of others</b></p> <p>Know how to play with others and begin to find solutions without adult input</p> <p>Focus during longer whole class sessions</p>	<p><b>Identify and moderate feelings socially and emotionally</b></p> <p>Set a simple goal and work towards it</p>	<p><b>Know and talk about the different factors that support their overall health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul>	<p><b>Express their feelings and consider the feelings of others,</b> even when faced with a challenge</p>	<p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</b></p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</b></p> <p><b>Give focused attention to what the teacher says, responding appropriately even when engaged in</b></p>
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							<b>activity, and show an ability to follow instructions involving several ideas or actions.</b>
<b>Managing Self</b>	<p><b>Manage their own needs - personal hygiene</b></p> <p>Put on a coat independently</p> <p>Explore the indoor and outdoor environment</p> <p>Use the toilet independently</p> <p>Wash hands as appropriate</p> <p>Understand and begin to follow the class rules</p> <p>Make choices at lunchtime and begin to talk about healthy eating</p> <p>Recognise that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks them to do something that makes me feel sad, embarrassed or upset.</p>	<p>Discuss the class rules and know the difference between right and wrong</p> <p>Be part of an audience (Christmas pantomime)</p> <p>Try new activities</p>	<p><b>Know and talk about the different factors that support their overall health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>- <b>toothbrushing</b> (dentist)</li> <li>- <b>healthy eating</b> (Eat them to Defeat them)</li> <li>- <b>regular physical activity</b> (PT visit)</li> </ul>	<p>Practice doing up a zip on a coat</p> <p>Practice doing up buttons on a coat</p> <p>Spend a sustained period of time engaged in an activity</p>	<p><b>Know and talk about the different factors that support their overall health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>• <b>sensible amounts of 'screen time'</b></li> <li>• <b>having a good sleep routine</b></li> <li>• <b>being a safe pedestrian</b></li> </ul> <p>Put a coat on independently including any fastening</p>	<p><b>Develop resilience and perseverance in the face of challenge</b></p>	<p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</b></p> <p><b>Explain the reasons for rules, know right from wrong and try to behave accordingly;</b></p> <p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</b></p>

<p><b>Building Relationships</b></p>	<p><b>See themselves as a valuable individual</b></p> <p><b>Begin to build constructive and respectful relationships</b></p> <p>Separate from their parent / carer with increasing confidence</p> <p>Gain confidence to speak to other children and familiar adults</p> <p>Begin to take turns</p>	<p><b>Begin to build constructive and respectful relationships</b></p> <p>Begin to form friendships</p> <p>Have positive relationships with peers and Reception adults</p> <p><b>UW: Recognise that people have different beliefs and celebrate special times in different ways.</b></p>	<p><b>UW: Talk about members of their immediate family and community</b></p> <p>Extend their knowledge about the lives of people around them and their role in society</p>	<p><b>Begin to build constructive and respectful relationships</b></p> <p>Take turns with little support</p>	<p><b>Build constructive and respectful relationships</b></p> <p>Take turns independently</p> <p>Co-operate as part of a group</p>	<p><b>Build constructive and respectful relationships</b></p> <p>Begin to develop relationships with Year 1 adults and children (through transition work and assemblies)</p> <p><b>Think about the perspective of others</b></p>	<p><b>Work and play cooperatively and take turns with others;</b></p> <p><b>Form positive attachments to adults and friendships with peers;</b></p> <p><b>Show sensitivity to their own and to others' needs.</b></p>
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**Physical Development**

<p><b>Gross Motor Skills - PE</b></p>	<p><b>Dance – Dance till you drop!</b></p> <p>Develop the ability to adapt a known dance</p> <p>Develop the ability to share ideas about how to adapt a dance</p> <p>Develop the ability to change movements and adapt a simple dance.</p> <p>Share opinions and give my own ideas</p>	<p><b>Gymnastics - Gym in the jungle</b></p> <p>Develop the ability to move in a range of ways</p> <p>Increase the ability to move around and onto equipment</p> <p>Increase the ability to move under and onto equipment</p> <p>Increase the ability to move over and onto equipment</p>	<p><b>Movement through dance, gym &amp; games - All about superheroes!</b></p> <p>Experiment with different ways of moving</p> <p>Jump off an object and land appropriately</p> <p>Travel with confidence and skill around, under, over and through the equipment</p> <p>Create a short sequence of movements</p>	<p><b>Games - Best of balls!</b></p> <p>Develop the ability to control a ball in a range of ways</p> <p>Develop the ability to throw accurately at a target</p> <p>Use throwing skills in a small sided game</p> <p>Use a bat or racket to move and control an object</p> <p>Develop the ability to catch, bounce and kick a ball.</p>	<p><b>Athletics – Sports day activities</b></p> <p>Run in different ways for a variety of purposes</p> <p>Jump in a range of ways, landing safely</p> <p>Throw underarm</p> <p>Throw an object at a target</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p>	<p><b>Gymnastics - Jumping Jacks and Rock n’ Roll</b></p> <p>Develop the ability to jump in a range of ways from one space to another</p> <p>Control the body when jumping and balancing</p> <p>Create a sequence using a jump and a balance</p> <p>Develop the ability to roll in a range of ways</p>	<p><b>Negotiate space and obstacles safely, with consideration for themselves and others;</b></p> <p><b>Demonstrate strength, balance and coordination when playing;</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>
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	about how to adapt and alter a simple dance.	Increase the ability to move through and onto equipment.	Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles  Show increasing control over an object in pushing, patting, throwing or catching it			Control the body when rolling in a range of ways  Perform a sequence with confidence and control.	
<b>Gross Motor Skills - Provision</b>	<p>Revise and refine the fundamental movement skills they have already acquired</p> <p>Develop overall body strength, coordination, balance and agility</p> <p>Stop and land safely</p> <p>Negotiate outdoor space successfully</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor</p> <p>Further develop the skills needed to manage the school day successfully - e.g. lining up and mealtimes</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Further develop and refine a range of ball skills</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Confidently and safely use a range of small apparatus alone and in a group</p>	<p>Combine different movements with ease and fluency</p>	
<b>Fine Motor Skills</b>	<p>Establish or use a dominant hand</p> <p>Begin to use a tripod or effective grip (see pencil progression chart below)</p> <p>Develop their small motor skills so they can use a range of tools</p>	<p>Hold scissors correctly (see scissor progression chart below)</p> <p>Mark make using different shapes (using large and small equipment)</p> <p>Begin to use a hammer</p>	<p>Use a tripod or effective grip</p> <p>Use a hammer and begin to use a screwdriver</p>	<p>Accurately draw lines, circles and shapes to draw pictures</p> <p>Form most letters correctly</p> <p>Begin to use a saw</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Form almost all letters correctly</p>	<p>Develop their small motor skills so they can use a range of tools competently, safely and confidently</p> <p>Create drawings with detail</p> <p>Use woodwork tools competently</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p>

	<b>competently, safely and confidently</b> - e.g. cutlery, paintbrush, tweezers						<b>Begin to show accuracy and care when drawing.</b>
<b>Literacy</b>							
<b>Word Reading</b>  Little Wandle	<b>Phase 2 graphemes:</b> s a t p i n m d g o c k c k e u r h b f l  <b>Tricky Words:</b> is I the	<b>Phase 2 graphemes:</b> f ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)  <b>Tricky Words:</b> put* pull* full* as and has his her go no to into she push* he of we me be	<b>Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words  <b>Tricky Words:</b> was you they my by all are sure pure	<b>Review Phase 3</b> - words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words - words with s /z/ in the middle - words with -s /s/ /z/ at the end - words with -es /z/ at the end  <b>Tricky Words:</b> Review all taught so far	<b>Phase 4 graphemes</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCVCV CCCVCC - longer words and compound words - words ending in sufxes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est - longer words  <b>Tricky Words:</b> said so have like some come love do were here little says there when what one out today	<b>Phase 4 graphemes</b> Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCVCV CCV CCVCC - words ending in sufxes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est - longer words  <b>Tricky Words:</b> Review all taught so far	<b>Say a sound for each letter in the alphabet and at least 10 digraphs;</b>  <b>Read words consistent with their phonic knowledge by sound-blending;</b>  <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b>
<b>Word Reading</b>  Objectives	<b>Read individual letters by saying the sounds for them</b>  Segment written words into individual sounds  <b>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</b>	<b>Read some letter groups that each represent one sound and say sounds for them</b>  Segment written words into individual sounds  <b>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</b>	<b>Read some letter groups that each represent one sound and say sounds for them.</b>  Segment written words into individual sounds  <b>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</b>	<b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</b>	<b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</b>	<b>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</b>	



		<b>Read a few tricky words matched to the Little Wandle phonic programme</b>	<b>Read a few tricky words matched to the Little Wandle phonic programme</b>				
<b>Comprehension</b>	<p><b>Engage in storytimes</b></p> <p>Join in with simple comprehension aspects of whole class reading.</p> <p>Participate in small group LW reading sessions</p> <p>Join in with nursery rhymes with expression</p>	<p>Begin to anticipate key events in a story or how the story might end.</p> <p>Participate in small group LW reading sessions</p>	<p>Retell a simple story once a deep familiarity has been developed</p>	<p><b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</b></p> <p>Use vocabulary from books, rhymes and poems during their independent play</p> <p>Listen and join in with key lines of poems</p> <p>Enjoy listening to and joining in with revisited poetry</p>	<p><b>Listen to and talk about stories to build familiarity and understanding</b></p> <p>Talk about stories - recall, discuss characters and say what might happen next</p>	<p><b>Retell a simple story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</b></p>	<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</b></p> <p><b>Anticipate – where appropriate – key events in stories;</b></p> <p><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</b></p>
<b>Writing</b>	<p>Compose a verbal or written response to each core text</p> <p>Write their name</p> <p>Begin to establish a dominant hand</p> <p>Begin to form letters correctly</p> <p>Give meaning to marks</p>	<p>Write their name with most letters formed correctly</p> <p>Form some taught letters correctly</p> <p>Hear, say and write the initial sound and other taught sounds in words</p> <p>Writing for a purpose in role play and other areas of continuous</p>	<p>Form most letters correctly</p> <p>Hear, say and write the initial sound and other taught sounds in words</p> <p>Begin to write short sentence or phrases</p> <p>Start to spell some common exception words - 'tricky words</p>	<p>Begin to write short sentence or phrases with finger spaces</p>	<p><b>Spell words by identifying the sounds and then writing the sound with letter/s - using known grapheme-phoneme correspondences</b></p> <p>Write a short sentence using a capital letter and sometimes a full stop</p>	<p><b>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop</b></p> <p>Begin to use finger spaces, capital letters and full stops</p> <p><b>Re-read what they have written to</b></p>	<p><b>Write recognisable letters, most of which are correctly formed;</b></p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</b></p> <p><b>Write simple phrases and sentences that can</b></p>

	<p>Hear, say and write the initial sound in words</p> <p>Writing for a purpose in role play and other areas of continuous provision</p>	provision			Form almost all letters correctly	<p><b>check it makes sense</b></p> <p><b>Form lowercase and capital letters correctly</b></p>	<b>be read by others.</b>
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**Maths**

<p><b>Number and Numerical Patterns</b></p> <p><i>Taken from Mastering Number</i></p>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>- identify when a set can be subitised and when counting is needed</li> <li>- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>- spot smaller numbers 'hiding' inside larger numbers</li> <li>- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>- compare sets of objects by matching</li> <li>begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>- begin to identify missing parts for numbers within 5</li> <li>- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>- focus on equal and unequal groups when comparing numbers</li> <li>- understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>- sort odd and even numbers according to their 'shape'</li> <li>- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>- order numbers and play track games</li> <li>- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>- continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>- compare quantities and numbers, including sets of objects which have different attributes</li> <li>- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>- begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>- continue to identify when sets can be subitised and when counting is necessary</li> <li>- develop conceptual subitising skills including when using a rekenrek</li> </ul>	<p><b>Number:</b></p> <p><b>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5;</b></p> <p><b>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical</b></p> <p><b>Patterns ELG</b></p> <p><b>Verbally count beyond 20, recognising the pattern of the counting system;</b></p> <p><b>Compare quantities</b></p>
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				<p><b>up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 27</b></p> <p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b></p>			
<p>Shape, space and measure</p> <p><i>Taken from White Rose</i></p>	<p><b>White Rose - talk about measure and pattern</b></p> <ul style="list-style-type: none"> <li>- compare size</li> <li>- compare mass</li> <li>- compare capacity</li> <li>- explore simple patterns</li> <li>- copy and continue simple patterns</li> <li>- create simple patterns</li> </ul>	<p><b>White Rose - Circle and triangles</b></p> <ul style="list-style-type: none"> <li>- identify and name circles and triangles</li> <li>- compare circles and triangles</li> <li>- identify shapes in the environment</li> <li>- describe position</li> </ul> <p><b>White Rose - Shapes with four sides</b></p> <ul style="list-style-type: none"> <li>- identify and name shapes with 4 sides</li> <li>- combine shapes with 4 sides</li> <li>- identify shapes in the environment</li> </ul>	<p><b>White Rose - Length, height and time</b></p> <ul style="list-style-type: none"> <li>- explore and compare length</li> <li>- explore height</li> <li>- compare height</li> <li>- talk about time</li> <li>- order and sequence time</li> </ul> <p><b>White Rose - Mass and capacity</b></p> <ul style="list-style-type: none"> <li>- compare mass</li> <li>- find a balance</li> <li>- explore capacity</li> <li>- compare capacity</li> </ul>	<p><b>White Rose - Explore 3D shapes</b></p> <ul style="list-style-type: none"> <li>- recognise and name 3-D shapes</li> <li>- find 2-D shapes within 3-D shapes</li> <li>- use 3-D shapes for tasks</li> <li>- identify 3-D shapes in the environment</li> <li>- identify more complex patterns</li> <li>- copy and continue patterns</li> <li>- Identify patterns in the environment</li> </ul>	<p><b>White Rose - Visualise, build and map</b></p> <ul style="list-style-type: none"> <li>- identify units of repeating patterns</li> <li>- create own pattern rules</li> <li>- explore own pattern rules</li> <li>- replicate and build scenes and constructions</li> <li>- visualise from different positions</li> <li>- describe positions</li> </ul>	<p><b>White Rose - Visualise, build and map</b></p> <ul style="list-style-type: none"> <li>- give instructions to build</li> <li>- explore mapping</li> <li>- represent maps with models</li> <li>- create own maps from familiar places</li> <li>- create own maps and plans from story situations</li> <li>- review visualise, build and map unit</li> </ul>	

## Understanding the World

<p><b>Past and Present</b></p>	<p><b>Talk about members of their immediate family and community</b></p> <p>Discuss the significance and stories behind their names</p> <p>Begin to make sense of their own life story and family history</p> <p>Begin to identify ways in which the past is represented through artefacts, photographs and stories</p>	<p><b>Compare and contrast characters from stories, including figures from the past</b></p> <p>Know that events of the past have impacted celebrations and events today e.g. Christmas</p> <p>Use simple language that relates to the passing of time (today, yesterday, last week etc)</p>	<p><b>Talk about members of their immediate family and community</b></p> <p><b>Name and describe people who are familiar to them</b></p> <p>Talk about the occupations of people in society</p>	<p>Answer 'how' and 'why' questions</p>	<p>Fit three people / events on a blank timeline (human or animal life cycle or 3 pictures of themselves growing)</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>(<a href="https://www.keystagehistory.co.uk/keystage-1/teaching-mys-elf-key-stage-1/">https://www.keystagehistory.co.uk/keystage-1/teaching-mys-elf-key-stage-1/</a>)</p>	<p><b>Comment on images of familiar situations from the past</b> - e.g. old forms of transport</p> <p>Ask simple questions about artefacts</p> <p><b>Compare and contrast characters from stories, including figures from the past</b> (introducing famous explorers)</p> <p>Develop an understanding that things were different in the past and know things happened before they were born</p>	<p><b>Talk about the lives of the people around them and their roles in society;</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling;</b></p>
<p><b>People, culture and communities</b></p>	<p><b>Name and describe people who are familiar</b></p> <p><b>Talk about members of their immediate family and community</b></p> <p>Name and locate the School road and local area of Streatham / Tulse Hill</p> <p>Explore features within the school</p>	<p><b>Understand that some places are special to members of their community</b></p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways</b></p> <p>Talk about how Hindus celebrate Diwali</p> <p>Talk about how and</p>	<p><b>Talk about members of their immediate family and community</b></p> <p>Name and describe people who familiar to them</p> <p>Talk about how lunar New Year is celebrated around the world</p>	<p><b>Recognise some environments that are different to the one in which they live</b></p> <p>Describe contrasting locations (using stem sentences for support)</p> <p>Introduce the world map</p> <p>Talk about how Christians celebrate Easter</p>	<p><b>Explore the natural world around them</b></p> <p>Talk about how Muslims celebrate Eid</p>	<p><b>Draw information from a simple map</b></p> <p>Draw a map of the immediate area or from a journey text</p> <p>Identify key features of London.</p> <p>To locate places using directional language to navigate</p> <p><b>Recognise some similarities and differences</b></p>	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</b></p> <p><b>Know some similarities and differences between different religious and cultural communities in this country, drawing</b></p>

	<p>setting and its locality</p>	<p>why nativity is celebrated</p> <p><i>*Possibly talk about Hanukkah</i></p>				<p><b>between life in this country and life in other countries</b></p> <p>Compare features and life in (use core text locations) to life in London</p> <p>Use vocabulary relating to 'natural' and 'man made'</p>	<p><b>on their experiences and what has been read in class;</b></p> <p><b>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.</b></p>
<p><b>The Natural World</b></p> <p><b>(See Plan Science)</b></p>	<p><b>Explore the natural world around them</b></p> <p><b>Describe what they see, hear, feel whilst outside</b></p> <p><b><u>Seasonal changes:</u></b> Recognise and talk about the signs of Autumn</p> <p><b><u>Animals including humans:</u></b> Describe people who are familiar to them</p> <p>Learn about how to take care of themselves</p>	<p><b>Understand the effect of changing seasons on the natural world around them e.g. weather, plants, animals etc</b></p> <p><b><u>Seasonal changes:</u></b> Recognise and talk about the signs of Winter</p> <p>Play and explore outside in all seasons and in different weather</p> <p>Observe living things throughout the year</p> <p>Investigate- can pine cones predict the weather?</p> <p><b><u>Changing materials:</u></b></p>	<p><b><u>Forces:</u></b> Explore how to change how things work</p> <p>Explore how the wind can move objects</p> <p>Explore how objects move in water</p>	<p><b><u>Animals:</u></b> Name and describe animals that live in different habitats</p> <p>Describe different habitats</p> <p>Explore the animals in the surrounding natural environment</p> <p>Explore plants and animals in a contrasting natural environment</p> <p><b><u>Seasonal changes:</u></b> Recognise and talk about the signs of Spring</p>	<p><b>Describe what they see, hear and feel whilst outside</b></p> <p><b><u>Light:</u></b> Explore shadows</p> <p>Explore rainbows</p> <p><b><u>Plants:</u></b> Explore the plants in the surrounding natural environment</p> <p>Grow plants</p> <p>Investigate- Does the biggest fruit have the biggest seeds?</p> <p><b><u>Animals including humans:</u></b> Gain an understanding of the human lifecycle</p>	<p><b><u>Materials:</u></b> <b>Explore a range of materials, including natural materials</b></p> <p>Make objects from different materials, including natural materials</p> <p>Observe, measure and record how materials change when heated and cooled</p> <p>Compare how materials change over time and in different conditions</p> <p><b><u>Sound:</u></b> Listen to sounds outside and identify the source</p> <p>Make sounds</p>	<p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants;</b></p> <p><b>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;</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of</b></p>

		Observe, measure and record how materials change when heated and cooled			Investigate: does the tallest person have the largest feet?	<b>Seasonal changes:</b> Recognise and talk about the signs of Summer	<b>matter.</b>
		Compare how materials change over time and in different conditions					

**Expressive Art and Design**

<p><b>EAD: Creating with materials</b></p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p><b>Create collaboratively, sharing ideas, resources and skills.</b></p> <p><b><u>Colour mixing - self portraits:</u></b> Colour mix with purpose, start to identify colours that combine e.g. red and yellow is orange</p> <p>Explore tone through colour mixing</p>	<p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></p> <p><b><u>Painting jackson Pollock- firework paintings:</u></b> Begin to use more complex tools e.g. Smaller paintbrushes, cotton buds/ sticks, twigs, various paints</p> <p>Using different techniques e.g. dabbing, strokes</p> <p><b><u>Sculpting - Diwali diva lamps:</u></b> Impress and apply simple decoration</p>	<p>Look and talk about what they have produced, describing simple techniques and media used</p> <p><b><u>Drawing:</u></b> Decide what they are going to draw before they begin</p> <p>Deliberately try to combine shapes and lines together and their pictures start to look like the images they describe</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils</p>	<p><b><u>Sculpture - animals</u></b> Cut shapes using scissors and other modelling tools</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</p> <p>Use appropriate language to describe colours, media, equipment and textures</p>	<p><b><u>Printmaking using natural materials:</u></b> Create simple pictures by printing from objects</p> <p>Develop simple patterns by using objects, possibly exploring symmetry</p> <p>Enjoy taking rubbings: leaf, brick, coin</p> <p>Enjoy creating pictures using stencils</p>	<p><b><u>Sculpture - City landmark</u></b> Cut shapes using scissors and other modelling tools</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</p> <p>Use appropriate language to describe colours, media, equipment and textures</p>	<p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</b></p> <p><b>Share their creations, explaining the process they have used;</b></p> <p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p>
<p><b>EAD DT</b></p>	<p><b><u>Cutting - The Cut Outs Matisse:</u></b></p>			<p><b><u>Joining - animal masks</u></b></p>	<p><b><u>Healthy Eating:</u></b> Create a healthy</p>	<p><b><u>Cutting - woodwork:</u></b></p>	

<p><b>Objectives and Key experiences</b></p>	<p>Scissors</p> <p>Shaped scissors</p> <p>Confident use of scissors e.g. cutting out a shape, sticking to a line</p>			<p>Join surfaces of different shapes: tape, bands, stitching, paperclips, staples, tags, hole punch</p> <p>Combine resources.</p> <p>Develop joining techniques, e.g. Tabs for glueing and hinges</p>	<p>snack</p> <p><b>PSED: Manage their own needs - personal hygiene</b></p> <p><b>PSED: Know and talk about the different factors that support their overall health and wellbeing: including healthy eating</b></p>	<p>Use more complex cutting tools e.g. saw in woodwork while supervised</p>	
<p><b>EAD</b></p> <p><b>Being imaginative and expressive</b></p> <p><b>Music</b></p> <p>Objectives and Key experiences</p>	<p><b>Begin to develop storylines in their pretend play</b></p> <p><b>Me!</b> Explore: growing, homes, colour, toys, how I look</p> <p>Learn to sing nursery rhymes and action songs</p>	<p><b>Develop storylines in their pretend play</b></p> <p><b>My Stories</b> Explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time.</p> <p>Learn to sing nursery rhymes and action songs</p> <p>Learn songs for and perform Christmas productions.</p>	<p><b>Explore and engage in music making and dance, performing solo or in groups</b> (link to PE)</p> <p><b>Develop storylines in their pretend play</b></p> <p><b>Everyone!</b> Explore: family, friends, people and music from around the world</p> <p>Learn to sing nursery rhymes and action songs</p> <p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody</b></p>	<p><b>Our World</b> Explore: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space</p> <p>Learn to sing nursery rhymes and action songs</p> <p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody</b></p>	<p><b>Listen attentively, move to and talk about music, expressing their feelings and responses</b></p> <p>Transition unit that prepares children for musical learning in year 1.</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody</b></p>	<p><b>Listen attentively, move to and talk about music, expressing their feelings and responses</b></p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses</b></p> <p><b>Explore and engage in music making, performing solo and in groups (utilise the stage area)</b></p> <p>Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p>	<p><b>Sing a range of well-known nursery rhymes and songs;</b></p> <p><b>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music;</b></p> <p><b>Invent, adapt and recount narratives and stories with peers and their teacher;</b></p>

**Additional Curriculum Offer**

**Computing offer**

**Focus: Introducing children to computing within the learning environment**

Know the difference between photography and video (through Seesaw)

Recognise that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks them to do something that makes me feel sad, embarrassed or upset (Link to PSED)

Use a touch screen to target and select options on a screen (In Continuous Provision)

Identify rules that help keep us safe and healthy in and beyond the home when using technology

**Focus: Children exploring programming and algorithms through the 'cubetto' and 'code-a-pillar'**

Follow simple oral algorithms

Predict and spot simple patterns  
Sequence familiar tasks

Input a simple sequence of commands to control a robot (with support using cubettos and code-a-pillars)

**Focus: Information**

Identify a chart

Sort physical objects

Collect and record information

Recognise some ways in which the internet can be used to communicate

Talk about how the internet can be used to find things out

Identify devices I could use to access information on the internet

Give simple examples of how to find information (search engine, voice activated searching)

**Focus: Preparing children to access and use Seesaw independently, ready for Year 1**

Know that work they create belongs to them

Name their work (put it in their own folder)

Take a photograph using the camera

Record a short film using the camera

Watch films back

Record their voice over a picture

Scan a QR code

Identify some simple personal information (name, address, birthday, age, location)

Describe the people I can trust and can share this with; I can explain why I can trust them



<b>French offer</b>			Listen to and understand familiar spoken words/phrases - classroom commands  Listen to, learn and perform a song for French assembly - possibly 'J'aime Les Fruits'	
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