

Rivington Foundation Primary School



EYFS: Reception Curriculum – Year B

Overarching Principles	<p><i>PLAY: At Rivington, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>		
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p>		
	<p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p>		
	<p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p>		
	<p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.:</p>		
Early Learning Goals	<p>Throughout the EYFS we are working to the following 17 Early Learning Goals across the three prime areas and the 4 specific areas of learning.</p>		
	<p style="text-align: center;">Communication and Language Listening and Attention</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p style="text-align: center;">Personal and Social Development Self-Regulation</p> <p>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</p>	<p style="text-align: center;">Physical Development Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p style="text-align: center;">Fine Motor Skills</p>

	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 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.</p> <p>Building Relationships</p> <p>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.</p>	<p>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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	
	<p>Literacy Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Word Reading</p> <p>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.</p> <p>Writing</p>	<p>Early Learning Goals Number</p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double</p>	<p>Understanding the World Past and Present</p> <p>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.</p> <p>People, Culture & Communities</p> <p>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</p>	<p>Expressive Arts and Design Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>

	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.	facts and how quantities can be distributed equally	in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 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.			
Area of Learning	Half termly Objectives – Reception Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Houses and Homes	Colour my World	Once upon a time	People who help us	Amazing Animals	My Amazing World
Key Question	What makes a home?	How do colours make you feel?	How do traditional tales differ from modern stories?	Who helps us and how can we help?	How can we care for animals?	How can we care for our world.
Key Texts <i>Add poetry & non fiction & history</i>	Starting school Pete the cat and his brand new school shoes Big book of families In every house, in every home. Come over to my house. The three little pigs. A dark, dark tale. Sharing a shell You choose Peace at Last	Rama & the Demon King Colours all around us (NF) Comparing colours (NF) Elmer The Rainbow Fish Leaf Man Autumn Poems The Nativity Pick a Pine tree Socks for Santa	Little Red Riding Hood Hansel and Gretal The elves and the shoemaker Cinderella The Great Race (Chinese Zodiac.) Two of everything (Chinese) Nursery rhymes book	Jobs people do (NF) Mum poems Barn on fire Burglar bill What the ladybird heard Busy people NF books: Nurse, Doctor, Fire Fighter, Police Ness the nurse You Choose Percy the park keeper Poems	Commotion in the ocean I love animals Doing the animal bop Walking through the jungle The tiger that came to tea Dear zoo The animal boogie Animals (various) (NF) Animal poems	Lost and found The little polar bear Poles apart Dear Greenpeace A wonderful world of weather Dear Earth Whose habitat is that? Weather poems

	Homes / families Poems NF books about homes (various)	Colour Poems				
Personal & Social Development	<p>To know the school rules and be able to talk about how they help to keep them happy and safe.</p> <p>To be able to talk about how to stay safe.</p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships.</p> <p>To know how to be a good friend</p> <p>To know what to do if they are feeling worried about something.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p> <p>To be able to work and play cooperatively and take turns with others</p> <p>To be able to give focused attention to what their peers and the teachers say.</p>	<p>To be able to show resilience and perseverance in the face of challenge.</p> <p>To be able to Identify and moderate their own feelings socially and emotionally.</p> <p>To be able to display confidence to try new activities</p> <p>To be able to Manage own basic hygiene and personal needs.</p> <p>To know what democracy means and begin to build an awareness of majority votes through voting in class.</p>	<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To display Confidence to try new activities.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to Manage own behaviour.</p> <p>To be able to talk about what is fair and what is not fair.</p>	<p>To be able to think about the perspectives of others.</p> <p>To manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals. To be confident to try new activities and be able to explore different ways of doing things.</p> <p>To be able to explain the reasons for rules & know right from wrong.</p> <p>To be able to manage own basic hygiene and personal needs.</p>	<p>To be able to show sensitivity to their own and to others' feelings.</p> <p>To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge</p> <p>To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	
	<p>Scarf: Me and my relationships.</p> <ul style="list-style-type: none"> All about me What makes me special Me and my special people Who can help me My feelings 1 	<p>Scarf: Valuing difference.</p> <ul style="list-style-type: none"> I'm special you're special Same and different families Same and different homes 	<p>Scarf: Keeping myself safe.</p> <ul style="list-style-type: none"> What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors 	<p>Scarf: Rights and responsibilities.</p> <ul style="list-style-type: none"> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom 	<p>Scarf: Being my best.</p> <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body 	<p>Scarf: Growing and changing.</p> <ul style="list-style-type: none"> Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be?

	<ul style="list-style-type: none"> • My feelings 2 	<ul style="list-style-type: none"> • I am caring • I am a friend 	<ul style="list-style-type: none"> • Listening to my feelings • Keeping safe online • People who help to keep me safe 	<ul style="list-style-type: none"> • Caring for our world • Looking after money (1): recognising, spending, using • Looking after money (2): saving money and keeping it safe 	<ul style="list-style-type: none"> • A good night's sleep 	<ul style="list-style-type: none"> • Where do babies come from? • Getting bigger • Me and my body - girls and boys
Communication and Language	<p>To know and understand how to listen carefully and why listening is important. To know and talk about the school rules and how they help to keep us happy and safe. To be able to engage in story times. To be able to 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. To be able to talk about and describe themselves and their families. To know and talk about the different types of homes in our community and around the world. To know and be able to use the new vocabulary taught in Topic in discussions and play.</p>	<p>To be able to ask questions to find out more and to check they understand what has been said to them. To be able to begin developing social phrases and engage in story times. To know explain how things work eg. Toys. To be able to make comments about what they have heard and ask questions to clarify their understanding. To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers. To know be able to use the new vocabulary taught in Topic in discussions and play. To know vocabulary related to Christmas and Divali and understand the</p>	<p>To be able to articulate their ideas and thoughts in well-formed sentences. To be able to connect one idea or action to another using a range of connectives. To be able to engage in non-fiction books eg. cook books with instructions and recipes. To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new vocabulary regarding different places around the world and their food eg China. To be able to 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.</p>	<p>To be able to describe events in some detail To be able to use talk to help work out problems and organise thinking and activities. To be able to use talk to explain how things work and why they might happen eg change and growth. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, songs rhymes and poems when appropriate. To know and be able to use the new vocabulary taught in Topic in discussions and play. To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To be able to describe events (journeys) in some detail and talk about what they observe in the natural world. To be able to use talk to help work out problems and organise thinking and activities eg. Following routes. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, songs, rhymes and poems when appropriate. To know and talk about what they can do to have a positive impact on the environment. To know and be able to use the new vocabulary taught in Topic in discussions and play. To retell a story, once they have developed a</p>	<p>To listen to and talk about stories to build familiarity and understanding. To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them. To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</p>

		different ways people celebrate. To know vocabulary related to toys, forces, switches etc.		To retell a story, once they have developed a deep familiarity with the text. (Some as exact repetition and some as own words.) Eg. The enormous turnip.	deep familiarity with the text. (Some as exact repetition and some as own words.) Eg. The gruffalo, Room on the broom.	conjunctions, with modelling and support from their teacher. To know and be able to use the new vocabulary taught in Topic in discussions and play.
Physical Development	<p>Gross Motor: To be able to move confidently in different ways. To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To be able to listen to instructions and know how to stay safe in gym lessons. To know and be able to travel and balance in different ways, returning to defined space. To be able to move on the spot and around with some awareness of others To be able to experiment with wide range of small equipment learning some degree of control. To be able to name basic tools and explain their safe use. To further develop the skills they need to</p>	<p>Gross Motor: To be able to balance and coordinate. To be able to negotiate space effectively. To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. To be able to develop confidence, competence, precision, and accuracy when engaging in activities involving a ball. To be able to experiment with and develop increasingly complex ways of travelling. To be able to define own space without visible boundaries. To know how to use high apparatus safely. To be able to experiment with wider</p>	<p>Gross Motor: To know and be able to perform in small groups some floor Gymnastic moves. To be able to 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, To be able to perform a single skills or movement with simple control. To combine movements with ease and fluency. To know and be able to discuss some of the changes that occur during exercise. To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p>	<p>Gross Motor: To be able to use gymnastics on apparatus to balance, climb & swing. To be able to link at least 2 movements together when performing a small range of skills. To be able to work sensibly with others, taking turns and sharing whilst Comparing movements and skills with others. To be able to use equipment properly and move and land safely. To be able to work in a team collaborating and problem solving. (Outdoor and adventurous activities) To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p>	<p>Gross Motor: To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. To be able to Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To know and consolidate travelling and balancing skills through building sequences. To be able to Experiment with direction and be able to change direction and speed whilst maintaining personal space. To know what constitutes a healthy lifestyle. To be able to Use large and small apparatus</p>	<p>Gross Motor: To know how to participate in sporting events. To know and participate in different athletic races and events. To be able to show good agility, balance and coordination. To be able to run throw and jump. To be able to use a sequence of movements with some changes in level, direction or speed To be able to combine different movements with ease and fluency. To know and use relevant vocabulary when observing changes in self and others when exercising. To progress towards a more fluent style of movement with developing style and grace.</p>

	manage the school day successfully; lining up and queueing, meal times and personal hygiene.	range of equipment & use with more control.			safely and with some skill. To know how to be a safe pedestrian. (Road safety training and assessment.)	
<p>Fine Motor: To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To be able to develop the foundations of a handwriting style which is fast, accurate and efficient. To be able to 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 spoon. Develop overall body-strength, balance, co-ordination, and agility. Develop fine motor skills- holding pencil correctly, using scissors etc. Fine motors skills to be continually developed through. Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes. Use of Clips, Clasps, zips, buttons and Screwing Jars. Finger Puppets. Building with small Lego and small Contraction. Sort small bits and pieces using tweezers. Nuts and Bolts Pasta Lacing. Peg Boards and Pin Boards. Pipettes in the Water. Jugs in water. Play-dough (dough disco). Tearing Paper. Threading the Lace. Tweezer Tub. Funky finger activities.</p>						
Literacy	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.</p>	<p>Comprehension: Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences. Reread books to build up confidence in word reading, fluency and</p>	<p>Comprehension: Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play). Reread books to build up confidence in word reading, fluency and their understanding and enjoyment.</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Reread books to build up confidence in word reading, fluency and their understanding and enjoyment.</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil. Reread books to build up confidence in word</p>

<p>Reread books to build up confidence in word reading, fluency and their understanding and enjoyment.</p> <p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p> <p>Phonics: Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Write about myself and my family & home.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p>	<p>their understanding and enjoyment.</p> <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p> <p>Phonics: Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go).</p> <p>Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes make marks and drawings using</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p> <p>Phonics: Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, l Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p> <p>Emergent writing: Use appropriate letters for initial sounds. Write sentences including story language. Long ago, once upon a time.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p>	<p>Reread books to build up confidence in word reading, fluency and their understanding and enjoyment.</p> <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Phonics: Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Phonics: Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p> <p>Emergent writing:</p>	<p>reading, fluency and their understanding and enjoyment.</p> <p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so.</p> <p>Phonics: Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p> <p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write invitations and begin to write stories.</p>
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	<p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Write shopping lists and letters to Father Christmas.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing. Write instructions, labels.</p> <p>Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders</p>	<p>Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write letters and postcard.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter & full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written. Re-read what they have written to check that it makes sense.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised & form some capital letters correctly.</p>
Mathematics	<p>Counting: Learning and singing counting songs.</p>	<p>Representing 123: Identify representations of 1,2 & 3. Subitise or</p>	<p>Introducing zero: The number name zero and the numeral 0 can</p>	<p>9 and 10: Apply the counting principles when counting to 9 and 10</p>	<p>Building numbers beyond 10: Build and identify number to 20</p>	<p>Doubling: Learn that double means twice as many. Build doubles using</p>

<p>Colours: Recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes. Say when objects are and are not the same colour.</p> <p>Matching: Provide opportunities for the children to explore and match objects which are the same.</p> <p>Sorting: Sorting collections into sets based on attributes such as colour, size or shape. Consider what is the same about all the objects in one set and how they are different to the other sets. Sorting the same collection of objects in different ways.</p> <p>Compare amounts: Sets can be compared and ordered. Understand that when making comparisons a set can have more, the same or fewer than another set.</p> <p>Compare size, mass, quantity. Learn that objects can be compared</p>	<p>count to find how many and make their own collections of 1, 2 and 3 objects. Match the number names to numerals and quantities. Count up to 3 objects in different arrangements by touch counting each object as they count and recognise that the final number they say names the quantity of the set. Use own mark making to represent 1, 2 and 3 eg, to record their score in a game.</p> <p>Comparing 123: Begin to understand that as we count, each number is one more than the number before. Use a range of representations to support this understanding and encourage children to represent the one more and one less patterns as they count. Make comparisons in different contexts as they play.</p> <p>Composition of 123: Learn that all numbers are made up of smaller numbers. Explore and notice the different</p>	<p>represent “nothing there” or “all gone.” Apply this knowledge in the classroom. Sing songs that count back to develop the understanding that 0 is 1 less than 1.</p> <p>Comparing numbers to 5: Understand that when comparing numbers one quantity can be more than, the same as or fewer than another quantity. Compare quantities using a variety of objects and representations.</p> <p>Composition of 4 or 5: Develop the understanding that all numbers are made up of smaller numbers. Explore and notice the the different compositions of 4 and 5. Subitise, and notice how numbers can be composed of 2 parts or more than 2 parts.</p> <p>Comparing mass: Make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Use language of heavy, heavier than, heaviest, light, lighter, than, lightest</p>	<p>(forwards and backwards.) Represent 9 and 10 in different ways. Arrange 9 and 10 items into small groups will support the children to conceptually subitise these larger numbers and explore their composition. Notice that a ten frame is full when there is 10. Use ten frames, fingers and bead strings to subitise groups of 9 and 10.</p> <p>Comparing numbers to 10: Make comparisons by lining items up with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Know where each number sits in relation to others. Understand that a set can have more items, fewer items or the same number as another set. Compare 2 quantities then 3.</p> <p>Bonds to 10: Explore number bonds to 10 using real objects in different contexts. Use 10 frames or egg boxes with 10 holes to partially fill with</p>	<p>and beyond using a range of resources. 10 frames, number shapes, towers or cubes, rekenreks and bead strings. Children to recognise that numbers 1-9 repeat after every full 10. So they have one full ten and one etc.</p> <p>Counting patterns beyond 10: Count in and back beyond 10. Notice the repeating 1-9 patterns. Provide representations which clearly show the 10s and the part of 10 eg. 14 is one full ten and four. Count on and back from different starting points. Say what comes before and after a given number and to place sequences of numbers in order.</p> <p>Challenge children to find larger numbers on number tracks and 100 squares.</p> <p>Spatial reasoning: Children to complete jigsaws and shape puzzles. Select and rotate shapes to fill a given space. Explain why a different shape</p>	<p>and beyond using a range of resources. 10 frames, number shapes, towers or cubes, rekenreks and bead strings. Children to recognise that numbers 1-9 repeat after every full 10. So they have one full ten and one etc.</p> <p>Counting patterns beyond 10: Count in and back beyond 10. Notice the repeating 1-9 patterns. Provide representations which clearly show the 10s and the part of 10 eg. 14 is one full ten and four. Count on and back from different starting points. Say what comes before and after a given number and to place sequences of numbers in order.</p> <p>Challenge children to find larger numbers on number tracks and 100 squares.</p> <p>Spatial reasoning: Children to complete jigsaws and shape puzzles. Select and rotate shapes to fill a given space. Explain why a different shape</p>	<p>real objects and mathematical equipment. Build numbers from the pairwise patterns on ten frames helps children see the doubles. Explore early symmetry through mirror and barrio games. Children to say the doubles as they see them eg, double 2 is 4. Show examples of doubles and not doubles for children to sort and explain why.</p> <p>Sharing and grouping: Encourage children to share during snack and group activities. Check that items are shared equally and that everyone has the same. Opportunities to recognise and make equal groups. Come up with own suggestions for items left over.</p> <p>Even and odd: Understand that some quantities share equally into 2 and some wont. Notice that some quantities can be grouped into pairs and some will have one left over.</p> <p>Spatial reasoning: Understand that places and models can be</p>
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	<p>and ordered according to their size. Use language such as big and little, small and large to describe a range of objects. More specific language such as tall, long, short can also be introduced. Simple Patterns: Copy, continue and create their own patterns. (Provide patterns with at least three full units of repeat.)</p>	<p>compositions of 2 and 3. Eg. 3 can be composed of 1 and 1 and 1, or 2 and 1 etc. Circles and triangles: Learn that circles have one curved side and triangles have 3 straight sides. Begin to recognise these shapes on everyday items. Spatial awareness: Hear and begin to use positional language to describe how items are positioned in relation to others. 4: Count on and back to 4. Count or subitise sets of upto 4 objects to find how many and make their own collection of objects. Match the number names to numerals and quantities and say which sets have more and fewer items. 5: Subitise up to 5 items and count forwards and backwards, accurately using the counting principles. Represent up to 5 objects on a five frame and understand that if a frame is full then there are five. Link</p>	<p>to compare items starting with items which have an obvious difference in weight. Comparing capacity: Understand full and empty, show half full and nearly full and nearly empty. Explore capacity using different materials such as water, rice, sand and beads. Use the language of tall, thin, narrow, wide and shallow to describe different sized containers. 6,7,8: Apply the counting principles when counting to 7, 7 and 8. Represent 6, 7 and 8 in different ways and count out the required number of objects from a larger group. Making pairs: Find and make pairs. Understand that a pair is 2. Arrange small quantities into pairs eg. Snap, pairs. Combining 2 groups: Combine 2 groups to find out how many altogether. Subitise when possible but count in ones to find out how many altogether. Length and height Use language to describe</p>	<p>objects – how many more to make a full ten? 3D shape: Explore and manipulate 3D shapes through their block play and modelling. Prompt them to consider which shapes stack and which shapes roll; and why that is. Build using a variety of 3D shapes in different ways. Introduce shape names, explore similarities and differences and sort according to what they notice. Pattern: Build on earlier AB pattern work by introducing more complex patterns. Explore patterns which use an item more than once eg. ABB, AAB, AABB, AABBB. Model patterns with at least 3 full units of repeats. Encourage children to say the pattern aloud and to create patterns around the edge of shapes and not just in straight lines.</p>	<p>wouldn't fit. Match arrangements of shapes using positional language to describe where the shapes are in relation to each other. Select shapes to complete picture boards or tangram outlines. Adding more: Use real objects to see the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. At first children can recount all items to see how many altogether. Move on to counting on. Represent number stories using 10 frames, number tracks and fingers. Taking away: Use real objects to see that a quantity of a group can be changed by taking items away. The first, then, now structure can again be used to create mathematical stories. Count all the items to start then take away</p>	<p>replicated and need to experience looking at these from different positions. Opportunities for children to create simple constructions, models, real places and places in stories. Use positional language to support understanding. Visualise simple models by playing barrier games and providing verbal instructions for them to follow as they build. Deepening understanding: Time and opportunities to engage in problem solving and develop their critical thinking skills. Discuss different possible starting points. Carry out plans and make adaptations as they go along. Review and discuss their strategies. Which were successful, which didn't work and why? Patterns and relationships: Explore and investigate relationships between numbers and shapes. Resources based around a standard unit such as Cuisenaire rods, pattern</p>
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		<p>to birthdays and number rhymes.</p> <p>One more, one less: Use a five frame to represent numbers and to predict how many there will be if they add one more or take one away. See the link between counting forwards and the one more pattern.</p> <p>Shapes with 4 sides: Learn that squares and rectangles have 4 straight sides and 4 corners. Begin to recognise these shapes on everyday items.</p> <p>Night & day: Talk about light and day and order key events in daily routines. Describe when events happen eg. Night, morning, afternoon, before, after, today, tomorrow. Measure time in simple ways eg. Counting number of sleeps.</p>	<p>length and height eg. The tree is tall, the pencil is short. Use specific vocabulary related to length (longer, (taller, shorter) and breath (wider, narrower.)</p> <p>Time: Order & sequence important times in their day & use language such as now, before, later, soon, after, then & next to describe when events happen. Begin to recognise that regular events happen on the same day each week & use the vocabulary “yesterday” “today” “tomorrow.” Describe significant events in their lives & talk about events they’re looking forward to.</p>		<p>the amount practically and then subitise or recount to see how many are left.</p> <p>Represent number stories using 10 frames, number tracks and their fingers.</p> <p>Spatial reasoning: Understand that shapes can be combined and separated to make new shapes. Provide opportunities for the children to fit shapes together and break shapes apart and notice the shapes they have created.</p> <p>Investigate how many different ways a given shape can be built using smaller shapes. Explore shapes that can be made by combining a set of given shapes in different ways.</p>	<p>blocks and the unit construction blocks are good for exploring these relationships. Copy continue and create a widening range of repeating patterns and symmetrical constructions.</p> <p>Spatial reasoning: Understand that we can make maps and plans to represent places and use these to see where things are in relation to other things. Use a range of maps and plans. Where would we put the carpet area in our map of the classroom. Create own maps to represent models they build, familiar places and places in stories.</p>
Understanding the World	<p>To be able to talk about members of their immediate family and community – generations, family young and old.</p> <p>To be able to compare characters from stories,</p>	<p>To know and understand the important processes and changes in the natural world around them, including seasons and changing states of</p>	<p>Read and discuss old and new stories including stories from different parts of the world.</p> <p>Consider story settings, forest, castle, towers...</p>	<p>Talk about the lives of the people around them and their roles in society – Jobs people do.</p> <p>To know how to care for the natural environment and living things.</p>	<p>To be able to Comment on images of familiar situations in the past.</p> <p>To be able to compare characters from stories, including figures from the past.</p>	<p>Recognise some environments that are different to the one in which they live to be able to recognise some similarities and differences</p>

	<p>including people from the past. To know, name and describe people who are familiar to them. To be able to talk about the lives of people around them and their roles in society both in the present and past. To comment on images of similar situations in the past, eg. Houses and homes, old houses, new houses and different types of homes. To be aware of other countries in the world by exploring ways of life in relation to houses and homes. To explore technology in the classroom eg. Computers, music player, ipad etc. RE: To participate in Harvest Festival and know why Christians give thanks.</p>	<p>matter through observations and investigations. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To be able to explore the natural world around them, making observations and drawing pictures and observing Important changes and Seasons. To be able to describe what they see, hear, and feel. Explore the 5 senses. Know and understand that some places are special to members of their community. To know some historical facts and stories from different religions and celebrations. To learn about different cultures in other places in the world. To be able to recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Compare and contrast characters from stories, including figures from the past. Consider the differences between old (traditional) and new (modern) stories. To draw information from a simple map. Link to Hansel and Gretel, look at and make maps of the local area. Recognise some differences and similarities between life in this country and life in other countries – link to story settings. To learn about different cultures in other places in the world in terms of celebrations – Chinese New Year. Explore technology in the home eg. Electric scales, mixers and timers. RE: To know how some cultures celebrate eg. Holi Hindu festival: Shrove Tuesday – Christian festival.</p>	<p>To Understand the important processes and changes in the natural world around them, including seasons and changing states of matter. To know about some lifecycles Signs of spring. Describe what they hear, feel and see whilst outside. RE: To consider why some stories are special What special messages can we learn from stories? Christianity – Easter, Mothering Sunday.</p>	<p>To be able to Explore the natural world around them. To be able to draw information from a simple map for their local area. To be able to describe what they see, hear, and feel whilst outside. To begin to understand the negative impact that humans can have the environment. To know what they can do to make positive changes towards suitability. RE: What is special about our world? What buildings and places are special to different people? Jerusalem. Hindu – Mandir, India. Islam – Mosque.</p>	<p>between hot and cold environments. To show care and concern for living things in the environment. To explore contrasting environments eg, hot / cold, arctic / forest... Build an understanding of how human activity can have a negative impact on the environment and what they can do to look after the natural world. Recognise some environments that are different to the one in which they live eg. Climate and weather. RE: What is special about our world? What buildings and places are special to different people? Christianity – church. Visit church – leavers service.</p>
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		<p>RE: To know about different celebrations that occur in Autumn (Diwali, Remembrance Day, Christmas). To consider why some things are special. To consider how and why we celebrate. To know who Jesus was. To know the Christmas story of Jesus' birth.</p>				
Expressive Arts and Design	<p>To draw a self-portrait. Draw and paint pictures of their families and homes.</p> <p>To be able to develop storylines in their pretend play.</p> <p>Explore the workshop- To know that different media can be combined to create new effects.</p> <p>Create a model house using reclaimed materials.</p> <p>To be able to Manipulate materials to achieve a planned effect.</p> <p>To be able to play with others during role play who are engaged in the same theme.</p> <p>To create simple representations of events, people and objects.</p> <p>Listen attentively, move to and talk about music,</p>	<p>To know colours can be mixed to make a new colour, match to Autumn leaves.</p> <p>To learn about and create arts and crafts from different cultures e.g Rangoli patterns, Divas, Christmas cards, Hanukah cards.</p> <p>To be able to sing and perform songs and rhymes from different celebrations. (Opportunities for solo as well as group.)</p> <p>To make props and retell historical stories for different celebrations.</p> <p>To perform songs in the celebrations, show.</p> <p>Sing a range of well-</p>	<p>To know that different materials can be used to create Art eg. Collage, print, paint, mosaic etc.</p> <p>To be able to invent narratives in role play and when playing in the playground.</p> <p>To be able to play with others during role play who are engaged in the same theme.</p> <p>Recreate and act out various traditional tales.</p> <p>To create simple representations of events, people and objects eg, simple maps.</p>	<p>To be able to create collaboratively sharing ideas, resources, and skills.</p> <p>To be able to use props and role play to tell stories and act out narratives in play.</p> <p>To know different uses and purposes for a range of media materials.</p> <p>To be able to use paints and pastels and other resources to create observational drawings of plants and nature. To introduce a storyline or narrative into their play.</p> <p>To select own resources to produce a mothers day card and Easter card.</p>	<p>To be able to safely use and explore a variety of materials, tools and techniques.</p> <p>To be able to experiment with colour – eg. Animal colours and patterns.</p> <p>Experiment with design, texture, form and function eg. Homes for animals.</p> <p>To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To be able to construct with a purpose.</p> <p>Forest school and environmental art</p>	<p>To know and select tools and techniques needed to shape, assemble and join materials.</p> <p>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories, Share their creations, explaining the process they have used.</p> <p>To engage with topic related role play.</p> <p>To perform a narrative with their class in the class assembly.</p> <p>Create art work for class assembly.</p> <p>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories</p>

	<p>expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. To be able to select tools and techniques needed to shape, assemble and join materials they are using & explain the processes they have used. To be able to explore famous art eg. Piet Mondrian abstract squares and rectangles, Wassily Kandinsky concentric circles.</p>				<p>with others, and (when appropriate) try to move in time with music.</p>
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	<p>Music: Charanga: Me. Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Topic: Songs about the body. Harvest Festival songs.</p>	<p>Music: Charanga: My stories: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Topic: Songs about toys. Christmas songs and Nativity Songs.</p>	<p>Music: Charanga: Everyone: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place Topic: Songs about food.</p>	<p>Music: Charanga: Our world. Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place. Topic: songs about growing & Easter service.</p>	<p>Music: Charanga: Big bear funk. Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share & perform the learning. Topic: Songs about journeys.</p>	<p>Music: Charanga: Reflect, rewind & replay. Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place Topic: Songs about bears and songs for class assembly performance.</p>
Characteristics of Effective learning	Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning					
	Active Learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.					
	Creating and Thinking Critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Fundamental British Values	Individual Liberty We make our own choices about where we work and play and the things we use. We listen to the views of everybody and try to understand them. We learn to give our views in a fair way. We are actively encouraged to make choices, knowing we are in a safe and supportive environment.					
	The rule of law We decide our class rules. We follow them to keep us safe and happy. We learn about appropriate behaviour and learn right from wrong.					

<p>The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. We are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when they are broken.</p>						
<p>Democracy We are all involved in decision making. We have a say in our learning environment. We have a say in where we go and what we do. We give our parents/carers the opportunity to be involved in our education. We decide the rules in our classroom.</p>						
<p>Mutual Respect & Tolerance We learn about Britain and it's cultures, celebrating and marking British occasions and festivals such as; Christmas, Shrove Tuesday, Easter, Mother's Day, Father's Day, Bonfire night, Remembrance Day, Harvest Festival etc. We learn about our heritage and history. We learn about the world around us. We celebrate special multi-cultural events from our local community and the wider world. We use books and the internet to find out about people from different cultures and with different beliefs. We share and take turns. We do not shout out. We listen to each other and wait before speaking, we learn how to have a conversation We respect and are kind to one another. We respect the adults around us. We learn that our behaviour has an effect on their own rights and those of others. We respect each other. Rivington is not greatly culturally diverse so we learn about diversity through stories, lessons and. assemblies</p>						
Celebrations	Harvest festival	Christingle. Christmas Play.	Easter service. Chinese New Year.	Easter. World book day.	Mother's Day	Leavers celebrations
Visits, Visitors & Themed Weeks	Theatre visitors.	Theatre trip – Christmas Pantomime. Walk to local post box.	Forest School. Visit to Rivington Barn (café.)	Author visit. Egg rolling.	Forest School. Woodland walks Sports day – field visit.	Teddy Bear's Picnic
Seven Wonders School Values	Perseverance	Kindness/Respect	Responsibility	Honesty	Courage	Forgiveness