



Reception Curriculum

Our curriculum is led from quality texts supported by high quality continuous provision both inside and outside of the classroom. Communication and language underpin our curriculum. Children have ample opportunities to learn through play. All staff ensure that learning will be fun, engaging and will challenge children to be the best that they can be. As an EYFS team, we deliver our curriculum through a balance of adult led and child initiated activities based on the EYFS framework 2021 and assess against the 'Trust Ready' document.

Characteristics of effective Teaching and Learning

The three characteristics of effective teaching and learning underpin all that we do:

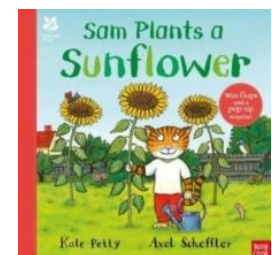
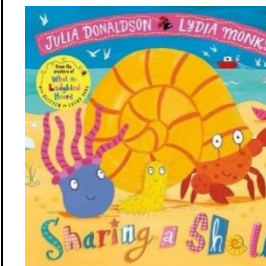
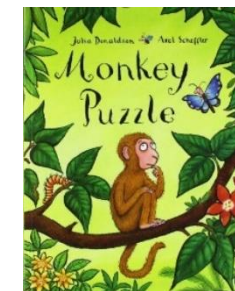
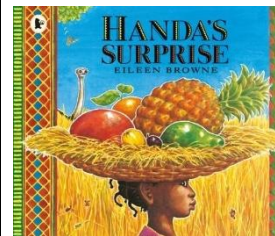
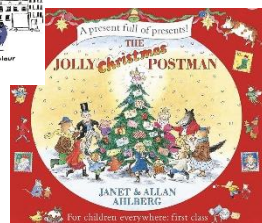
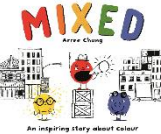
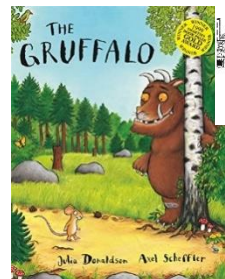
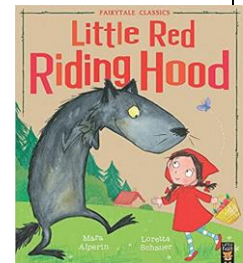
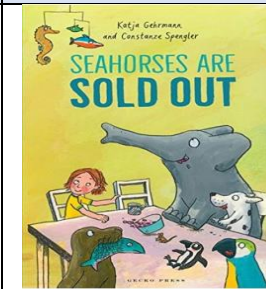
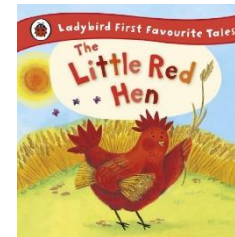
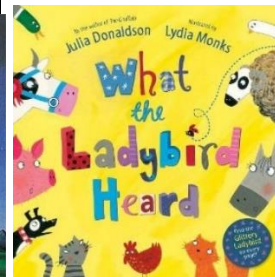
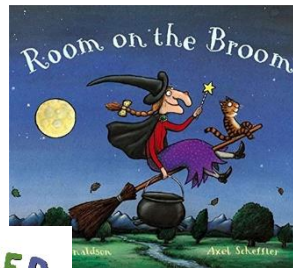
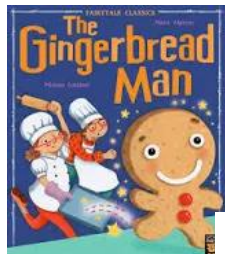
1. **Playing and exploring-** children investigate and experience things, and 'have go'.
2. **Active Learning-** children concentrate and work on building resilience to keep on trying if things get difficult, as well as enjoying their achievements and successes.
3. **Creating and thinking critically-** children develop their own ideas, make links between ideas and acquire strategies for doing things.

Autumn

Spring

Summer

Key Texts



Mini Topics	<ul style="list-style-type: none"> • This is me! • Autumn (Harvest) • Anti-Bullying week • Children in Need • Remembrance Day • Diwali • Nursery Rhyme Week • Christmas/Winter • Trip to the Theatre 	<ul style="list-style-type: none"> • Shrove Tuesday Pancake Day • Valentine's Day • Mother's Day • World Book Day • Trip to the farm/zoo • Spring/Easter, new life 	<ul style="list-style-type: none"> • Sports Day • Toddle and picnic • Father's Day • Class trip • Summer
I Wonder Questions	<p>Open ended questions to prompt deeper discussion:</p> <ul style="list-style-type: none"> • I wonder how you get there? • I wonder who lives there? • I wonder what it looks/tastes/sound/feels like...? • I wonder what happens if...? • I wonder what it is...? • I wonder how it's made...? • I wonder how many...? • I wonder who/how/why...? 		
Nursery Rhymes and Songs (Non-exhaustive list- linked to Mastering the Curriculum maths scheme)	<p>We will expose and introduce children to the following nursery rhymes:</p> <p>Pattern In and Out the Dusty Bluebells Tongue twister patterns such as Red Lorry, Yellow Lorry Clap Your Hands and Wiggle Your Fingers Pretty patterns</p> <p>Numbers 1, 2, 3 Clap Your Hands and Wiggle Your Fingers When I Was One, I Banged My Thumb Hickory Dickory Dock One Elephant Went Out to Play Three Little Speckled Frogs Three Little Ducks The mini-beasts came in two-by-two One potato, two potatoes</p> <p>Numbers 4 & 5 1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>Five Little Speckled Frogs Five Little Teddy Bears Alice the Camel</p> <p>Numbers to 10 Ten Sleepy Fingers Ten Fat Sausages Ten Green Bottles Ten In A Bed</p> <p>Addition & Subtraction How many on the bus Pop goes the balloon The baker man This is the way we take away</p> <p>Geometry My Hat, It Has Three Corners 3D Shapes (Twinkl) 2D Shapes (Twinkl) Pretty Patterns</p>		

	<p>One Man Went to Mow Five Currant Buns Five Little Men in a Flying Saucer</p>	<p>Measures This Is the Way We Brush Our Teeth Big Fish Little Fish cardboard Box</p>
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Prime Areas of Learning

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

We use the Jigsaw scheme weekly

(See Trust Ready Checkpoints in addition to this)

- Throughout Reception children will be taught to:
- Use our 3 schools rules; Be Safe, Be Ready, Be Respectful in order to build resilience, independence and good decision making to:
- Put on/off and zip up their own coat
 - Put their own shoes on/off
 - To use the toilet independently
 - To practise good personal hygiene e.g. learn about the importance of brushing teeth, washing hands before eating and after using the toilet.
 - To make right choices- e.g. allowing other children to be participate in their games and behave appropriately.
 - Create a class charter at the beginning of every year- children to be in agreement of what is acceptable behaviour and expectations.
 - During circle times and reflection time (time out) there will be opportunity to discuss the different types of emotions that we may feel and how these can help us to regulate ourself.
 - Respond and reflect on their own emotions in our ‘Reflections area’ using puppets, emotion stones, mirror and books in order to manage themselves.
 - Work through problems during circles times using question prompts and sharing ideas
 - Through weekly baking/cooking sessions children will learn the importance of healthy food and choices.

<p>Physical Development</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
	<p>Throughout Reception children will be taught to:</p> <p><u>Gross Motor Skills</u></p> <p><u>Autumn Term</u> Roll, walk, run, skip, jump, crawl, hop and climb Explore and use a range of equipment safely and appropriately Respond to the ‘STOP’ instruction in a game Be aware of people around them Work collaboratively to safely move equipment eg planks and crates Make large muscle movements with control Confidently use large apparatus alone and in a group Practise throwing, catching, kicking, passing, batting and aiming Demonstrate core muscle strength through good posture when sitting</p> <p><u>Spring Term</u> Develop the key skills including roll, walk, run, skip, jump, crawl, hop and climb Throw and catch a large ball Progress towards moving fluently with more control and grace Avoid obstacles and other children when running around Confidently use large apparatus alone and in a group Beginning to develop overall body strength, coordination, balance & agility needed for PE including dance, swimming & sport Develop throwing, catching, kicking, passing, batting and aiming balls Improve confidence and balance on age appropriate bikes and scooters</p> <p><u>Summer Term</u> Refine the key skills including roll, walk, run, skip, jump, crawl, hop and climb Select & use appropriate equipment for a game or task Play games in groups or pairs, understanding simple rules Combine different moves with ease and fluency Continue to develop the overall bodystrength, co-ordination, balance & agility needed for future PE, sports, swimming and gymnastics Refine ball skills: throwing, catching, kicking, passing, batting and aiming balls Confidently participate in Sports Day Balance, jump and land safely from a range of equipment and heights</p>

Balance on one leg for a short period

Fine Motor Skills

Autumn Term

Draw lines and circles using anti-clockwise movements

Write their first name

Make snips with scissors

Use fork and spoon, and begin to use a knife, when eating

Put on their own coat and fasten the zip

Dress with help

Increasingly independent going to the toilet & washing hands

Remain clean & dry throughout the day

Thread beads onto string/pipe cleaners

Manipulate play dough

Spring Term

Begin to use pencils, paintbrushes, scissors & tweezers with greater accuracy

Begin to use a dominant hand

Begin to draw recognisable pictures

Begin to use a knife to cut food

Write first and last name forming letters correctly

Form recognisable letters

Dress themselves including zips & buttons

Go to the toilet independently including flushing the chain and washing their hands

Use spray bottles with one hand

Use hole punch & stapler

Thread laces & ribbons through pre-holed pictures

Summer Term

Hold pencil effectively and with good control (usually tripod grip)

Hold pencil close to the point

Consistent preference for a dominant hand

Form recognisable letters which are mostly correctly formed

Use scissors correctly to cut around a picture along the lines

Use paint brushes with control to produce recognisable pictures

Use cutlery effectively including cutting with a knife and fork

Show more accuracy and care when drawing

Include more detail in recognisable pictures eg person includes head, body, arms, legs, eyes, nose, mouth, hair etc

Colour inside the lines of a variety of regular and irregular shapes

Beginning to write on a line

Experienced sewing with a plastic needle

	<p>Use tweezers to pick up small pompoms & marbles Thread small beads or buttons on string</p>
<p>Communication and Language</p> <p><i>(See Trust Ready Checkpoints in addition to this)</i></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p><u>Listening , Attention & Understanding</u></p> <p><u>Autumn Term</u></p> <p>Attend to simple stories & display an increasing ability to listen Engages in rhyming activities Beginning to understand & respond to why, when, where, who, what, how questions with increasing accuracy Responds to 2 and more step instructions Begins to talk ‘with’ not ‘to’ a peer Responds to questions from an adult as part of a conversation Attends to phonic activities & listens effectively to sound production Can recall parts of a story Comments about a story/information without being prompted</p> <p><u>Spring Term</u></p> <p>Engages in story sessions of 15minutes + Engages in rhyming activities Recalls simple stories including key events Listens attentively & talks about non-fiction books, adopting some new vocabulary Asks questions to continue a conversation with a peer (and listens to answer) Identify rhymes within simple poems Employs active listening (eyes looking, sitting comfortably)</p> <p><u>Summer Term</u></p> <p>Listens attentively for a sustained period being read to/during whole class /group discussions Listen attentively to both fiction and non-fiction Respond appropriately to what they hear by asking relevant questions/making comments or taking action Compose and ask questions to clarify understanding Engage actively in conversations with familiar adults and peers by participating in back and forth exchanges</p> <p><u>Speaking</u></p> <p><u>Autumn Term</u></p> <p>Look at & listen carefully to a person they are talking to</p>

Begin to learn new vocabulary as it is planned & taught
 Wait for their turn to speak & respond appropriately
 Speak in full sentences in correct tense and with correct word order
 Develop their own narrative by connecting events and adhering to a topic
 Use connectives and & then to link ideas or actions
 Use talk to work out problems and organise thinking and activities (think out loud)
 Learn rhymes, poems, songs and stories
 Begins to develop social phrases eg Good Morning, how are you?
 Attends to phonics activities and repeats sounds/phonemes correctly
Spring Term
 Use new taught vocabulary in context
 Link ideas or actions using connectives eg and, then, but, that
 Describe events in some detail
 Articulate ideas/thoughts in well-formed sentences, using complete sentences in everyday talk
 Use talk to work out problems & organise thinking and activities, & explain how things work/what might happen
 Demonstrates competent use of some newly taught vocabulary
Summer Term
 Confidently and frequently join in with small group, class and one-on-one discussions offering their own ideas in a clear audible voice
 Use newly taught vocab spontaneously
 Independently offer explanations for why things happen including new vocabulary in real life situations and stories
 Use correct verb tense when re-telling a story or discussing a topic
 Confidently describe events in detail and the correct chronological order
 Connect ideas or actions with connectives and, then, but, that, so that, because
 Use suggested problem solving phrases eg I think it's You could, to explain, work out problems or organise ideas
 Verbally disagree with someone without getting upset
 Learn rhymes, poems, songs, nursery rhymes, raps, stories
 Produces effective sounds/phonemes for Phase 4 Letters & Sounds

Specific Areas of Learning

<p>Literacy</p> <p>Early reading and writing is taught through Little Wandle Letters & Sounds revisited</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>Throughout Reception children will be taught to:</p> <p><u>Comprehension</u></p>
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Autumn Term

Understand the key 5: print has meaning, has different purposes, is read from left to right & top to bottom; names parts of a book, page sequencing

Join in with predictable words, phrase and refrains

Begin to answer oral questions about a familiar book/text

Begin to read & understand simple words & phrases (linked to their phonic development)

Sequence 3 pics from a very well-known story

Identify the main characters in a familiar story

Begin to make simple predictions about a story ending

Re-tell or join in telling a traditional tale eg The Gingerbread Man

Spring Term

Re-read books based on phonic ability

Read & understand simple phrases and sentences based on their phonic ability

Engage in extended conversations about stories, learning new vocabulary

Listen to, and talk about, simple topic related non-fiction books to develop a deep familiarity with new knowledge & vocab

Join in with, and continue, predictable words, phrases and refrains

Answer orally questions about a familiar book or text

Describe main events in a story they have read (Beginning, middle & end with degree of detail)

Build up repertoire of favourite nursery rhymes and stories

Use the sentence 'I don't understand' appropriately

Understand simple sentences from Phase 3 Letters and Sounds

Link a story to their own lives & explain how/why

Read & understand phrases and captions (linked to phonic ability)

Summer Term

Re-read what they have written to check it makes sense

Re-read book to build confidence, fluency, understanding & enjoyment

Use expression when reading aloud (eg questions & exclamations)

Have extended conversations using new vocab correctly in suitable contexts

Re-tell a traditional/familiar story using repetitive words & phrases

Answer simple questions about a familiar book/text

Talk about a character's feelings in a story

Read & understand more complex sentences & captions (linked to phonic knowledge)

Sequence 4/5 pictures illustrating beginning, middle and end, and narrating the story appropriately

Make detailed predictions about how a story might develop, end or key events

Describe main events in a story in some detail

To be able to re-tell part or all of a 6 traditional tales eg 3 Billy Goats Gruff, Goldilocks, 3 Little Pigs, Jack & The Beanstalk, The Gingerbread Man &

Little Red Riding Hood

Word Reading

Autumn Term

Identify and suggest real and nonsense rhymes & sort objects by their initial sounds

Read individual letters by saying the sound they represent

Beginning to orally blend sounds that have been read into words

Read common exception words: I the to no go into

Read key words taught: a at is it in dad and on got if of off on can had back and get big him his not got up mum but put

Spring Term

Identify digraphs and trigraphs and say the sound they represent: qu ch sh th ng nk ai ee igh oa oo (long)

Read Key Words: will that this then them with see for now down look too (Plus all words from Autumn Term)

Read Tricky Words: was you they my by all are sure pure (Plus words taught in Autumn Term)

Summer Term

Read what they have written to check it makes sense

Read and blend digraphs and trigraphs: oo (short) ar or ur ow oi ear air ure er

Read simple phrases & sentences made up of words with known letter-sound correspondence and know exception words

Use word mats/banks to aid writing

Read polysyllabic words containing taught sounds

Writing ELG

Autumn term:

Children will write recognisable letters taught in order following the Little Wandle Letters & Sounds Revisited Scheme.

Most letters will be correctly formed, this is followed up in our daily handwriting sessions.

Labelling initial sounds for the characters of key texts for the Autumn term.

Children will have daily practise during morning job time to write their names- with the expectation that they can confidently write their first name by the end of Autumn 2.

Aware that writing goes from left to write

Can overwrite letters taught from correct starting point and in correct sequence of movements

Can sit on chair with feet on floor, one hand keeping paper still and use a tripod grip (with support if necessary)

Find and copy tricky words taught in the Autumn term (the to no go I into)

Find & copy key words taught in the Autumn term (a at is it in dad and on got if of off on can had back and get big him his not got up mum but put)

Spring term:

•By the end of Spring 2, children will be able to write their full name- forename and surname- Forming the letters correctly, including the capitals.

Use a tripod grip effectively

Tilt paper according to dominant hand

Egin to use finger spaces in writing

Begin to understand the difference between a line of writing and a sentence

Spell words by identifying sounds in them and representing the sounds with a letter or letters- Spring term

Form Lower-case letters correctly when copying a model (starting point, sequence of movements & orientation)

Write taught digraphs and tri-graphs by copying a model (chn know where to find phase 3 sounds displayed in classroom)

	<p>Begin to write cvc words containing phase 3 letters and sounds by segmenting and then writing the letter representations (copying digraphs & tri-graphs from a model)</p> <p>Compose an oral sentence and hold it with support, remembering what they are going to write</p> <p>Write a simple sentence</p> <p>Begin to use a capital letter and full-stop for sentences.</p> <p>Begin to re-read their sentence to check it makes sense</p> <p>To copy write common high frequency words as taught</p> <p>To put high frequency words into oral sentences</p> <p>To know where to access key words & tricky words in the classroom (display, resources, word mats) -</p> <ul style="list-style-type: none"> • <u>Key Words</u>: will that this then them with see for now down look too (Plus all words from Autumn Term) • <u>Tricky Words</u>: was you they my by all are sure pure <p>Summer term:</p> <p>Write simple sentences that can be read by others which include full stops and some finger spaces and capital letters</p> <p>Know the alphabet song and be able to name the letters of the alphabet</p> <p>Match lower case with the corresponding upper-case letter</p> <p>Write letters on a line</p> <p>Write full name accurately including capital letters</p> <p>Form recognisable letters which are mostly correctly formed (sequence & orientation)</p> <p>Write consonant digraphs (ck, sh, ch, th, ng, qu) from memory and copy write long vowel digraphs & digraphs from a display or sound mat (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er)</p> <p>Write cvc, ccvc, cvcc words by segmenting then writing the sounds with letters from memory (although vowel digraphs & trigraphs will be copied)</p> <p>Compose a sentence orally and hold it, remembering what they intend to write</p> <p>Re-read writing to ensure it makes sense</p> <p>Write tricky words and high frequency words from memory: is I the put pull full as and has his her go no to into she he we me be push of</p> <p>To know where to access key words & tricky words in the classroom (display, resources, word mats) -</p> <ul style="list-style-type: none"> • <u>Key Words</u>: (Plus all words from Autumn & Spring Term) • <u>Tricky Words</u>: said so have like some come love do were here little says there when what one out today
<p>Mathematics</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>

**Mathematics End
of Reception
expectations**

Number

Autumn Term

Spring Term

Recognise & read numbers to 7 when not in order
Accurate 1:1 correspondence to 7
Know that anything can be counted
Count irregular arrangements of 7 objects
Id smallest, largest and number in-between within 7
Match numeral to quantity – to 7
Form numbers 1-7 correctly
Make sensible estimates of sets
Say number sequences within 10, both forwards & backwards eg 4,5,6 or 7,8,9
Begin to use vocab: altogether, add, more than, take away, subtract, less than
Display understanding of composition of numbers to 7
Become confident with part whole model to 7
Solve addition & subtraction problems to 10 practically
Find 1 more & 1 less within 7
recall of bonds to 5,6, 7 (using fingers/manipulatives)
Quick mental recall of addition facts to 7
Quick mental recall of subtraction facts to 7
Know that addition & subtraction are inverse ops
Halve 2, 4, 6, 8, 10 with manipulatives
Double 1, 2, 3, 4, 5 with fingers/manipulatives
Count in 2's within 10
Count in 10's to 50 by rote
Subitise to 5
Begin to use cardinal numbers

Summer Term

Read & recognise numbers to 10 including when out of order
Demonstrate understanding of partitioning of quantities to 10
Display 1:1 correspondence using apparatus
Confidently count to 10
Subitise to 10
Match numeral to quantity 1-10
Identify 1 more or less within 10
Recall bonds to 5, create bonds to 10 with apparatus

Know addition & subtraction are inverse operations

Mental recall of doubles to 5

Mental recall of halves of 2,4,6,8,10

Know double and half re inverse operations

Know = means the same as or balances with

Solve + - problems where = is put in different places

Estimate within 20

Know month/day before/after a given one

Know birthday - date & month

Understand largest, most, smallest, least, fewest & number in between

Recognise 1st, 2nd, 3rd, 4th etc

Numerical Patterns

Autumn Term

Count by rote forwards and backwards to 5 (VA permitted)

Hold up correct number of fingers for numbers to 5

Count on and back in 1's from any number to 5 (VA & fingers permitted)

Instant recall of numbers before and after numbers to 5

Chant number rhymes eg 1,2 Buckle My Shoe

Sing days of the week song

Identify today and tomorrow with support

Sort objects by given criteria eg big, small, heavy

Identify & describe circles, squares, rectangles & triangles using terms flat, sides & corners

Classify and sort objects into sets eg pencils by colour

Copy a 2 variable repeating pattern (including sounds)

Use templates/stencils to produce identical images

Copy pictures and patterns (natural and manmade)

Use language of position eg under, on top of, next to, behind, in front)

Use language of direction eg forwards, backwards, turn, corner

Use chronological language eg first, then

Know that coins are money which can be spent or saved

Spring Term

Count in 1's to 10 with VA

Count in 1's forward from any number within 10 with VA

Count back in 1's from any number within 10 with VA

Say the number before and after a given number within 10 with VA

Compare a variety of quantities up to 5 recognising more/greater than fewer/less than the same as

Understand & use the vocab: more, most, greater than, fewer, less than, equals, the same as when talking about quantities up to 5

Identify odd & even numbers within 7

	<p>Sing the days of the week in order Know there are 7 days in a week Know which day comes before/after a given day Know which days are the weekend Identify today, yesterday & tomorrow Sing the months of the year Know own birthday month Understand general terminology for times and events of the day Understand position through words eg under, on top, next to, behind, in front Name & describe common solid shapes : cube & cuboid using vocab: face, edges & solid Sort objects by using 2 criteria: eg straight & curved edges Find things which are bigger than, smaller than, taller than, shorter than, heavier, lighter, deeper, Find something the same size, equal to (length, height, weight, capacity) Continue a 2 variable repeating pattern Notice & correct an error in a repeating pattern Talk about money using vocab: pennies, pence, change, amount Read price tags in play shop: 1p, 2p, 5p, 10p <u>Summer Term</u> Count by rote 0-20 Count forward in 1's from any number to 20 Count back in 1's from 20 (visual aid) Compare quantities to 10 recognising more, most, greater than, fewer, less than, the same as, is equal to Instant recognition of odd and even numbers to 10 Know months in order Know and identify the 4 seasons Read analogue o'clock times & identify long & short hand, hour, minutes, clock & watch Sort objects by a range of criteria Create and continue repeating patterns with 3 variables / doubles Recognise & calculate using 1p, 2p, 5p & 10p coins Count by rote in 2's to Count by rote in 10's to 50</p>
<p>Understanding the World <i>(See Trust Ready Checkpoints in addition to this)</i></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>

Throughout Reception children will be taught to:

Past and Present ELG

Autumn Term

Describe a personal family photograph of a special event

Have conversations about their own families and other childrens based on photographs

Talk about and understand similarities and differences between themselves (developing positive attitudes)

Share stories about the past related to children's specific interests and local events

Spring Term

Talk about themselves and their family- making sense of their own life story and family history- children can retell what their parents told them about their life story.

Identify key roles in society their family members may have, linking this to community safety

Identify differences between photographs showing parents childhood & their own eg birthday parties or holidays

Know that some things stay the same and some things change as they grow up

Summer Term

Talk about the lives of the people around them and their roles in society- nurse, police officer and fire fighter and use this to help encompass our own responsibility -i.e. what we can do to help society. Have services visit us in school.

Talk about the past using photographs, memories and artefacts- visit to the village cenotaph and making Poppies.

Use language of time eg today we did PE but yesterday we had Music

Describe a simple sequence of events using first, next and then- linked to everyday context such as 'Yesterday we did PE, today we are going outside...'.
Children make links between the past and the present in everyday contexts- comparing their baby toys to toys they play with today.

People Culture and Communities ELG

Autumn Term

Know key people in school and their jobs

Know that different countries make up our world

Find out where people where born and plot on a world map

Describe their immediate environment and draw their own version of it, using new vocabulary where appropriate

Begin to develop an understanding of different religions from around the world eg Harvest Festival, Diwali & Christmas (relevant to class members)

Know about Bonfire Night & Remembrance Day

Spring Term

Identify similarities and differences between holiday locations of chn in class

Understand the process of visiting a different country

Develop knowledge of specific celebrations from around the world and where they might take place locally

Engage with religious and cultural communities and practices eg Pancake Day, Chinese New Year & Easter

Summer Term

Name places of local importance to the community eg The Worship Centre (church hub), St Chad's (closed), Ali's (village shop), Statik (hairdressers)

Talk about similarities and differences between people in different family groups/communities

Talk about the features of a familiar place & begin to identify differences to another place
Use appropriate vocabulary to describe people, places and communities
Recognise that people have varied beliefs around the world
Understand they have an address to identify their own house

The Natural World ELG

Autumn Term

Understand the need to show respect for animals & the natural world, particularly in respect of those observed around Lingdale
Identify similarities & differences observed in the natural world
Talk about the differences between materials eg colour texture purpose
Talk about growth & decay
Identify different types of weather
Explore magnetism, ramps, floating & sinking, freezing & melting, vibration & sound...
Draw simple animals & plants identifying different parts

Spring Term

Draw simple maps of land & sea
Describe what they can see, hear & feel when outside
Understand the effect of changing seasons
Are aware that some environments are different to Lingdale
Know some ways to care for living things eg pets/farm animals
Identify, draw and label some wild and domesticated animals
Begin to give reasons for scientific processes eg things sink because they are heavy

Summer Term

Make observations of the plants and animals in the local area
Draw animals that include main features eg 4 legs & 2 ears for a cow, curly tail for a pig etc
Draw plants that are the correct colour and label some parts
Discuss the similarities and differences between the local environment & other countries
Talk about the seasons, linking the weather to specific seasons
Understand natural changes such as day and night
Talk about common life cycles eg butterfly, chick and frog and represent them

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Music is taught by Sarah Took from **Tees Valley Music Services** plus **Charanga**

Dance taught in Spring 1 through **Complete PE**

Creating with Materials ELG

Autumn Term

Create pictures & models based on their own ideas using a range of resources
Talk about what they have made & why
Justify their choice of materials
Create closed shapes with continuous lines & begin to use these shapes to represent objects

Spring Term

Follow a given design brief for pictures or models choosing from a limited range of resources
Choose the most appropriate way of meeting their design for a given purpose
Revisit designs & improve them
Explore ways to join materials for different purposes
Draw with increasing complexity, including more detail

Summer Term

Use tools and materials safely & responsibly
Decide on their own design briefs for a particular purpose eg props for imaginative play
Justify resources and techniques, and explain features they have used when constructing a building
Create collaboratively sharing ideas, resources and skills when creating props for imaginative play
Draw a face containing the main features, e.g. 2 eyes, 1 nose, 1 mouth, 2 ears, chin correct coloured eyes, hair, skin.
Know the 3 primary colours.
Explore colouring mixing of 2 primary colours with the purpose of making a new colour.
Use knowledge of colour mixing in order to make colours lighter or darker.
Produce observational drawings/paintings.
Recreate artwork inspired by famous artists - Van Gogh 'Sunflowers'.

Being Imaginative and Expressive ELG

Autumn Term

Know the difference between singing & shouting
Join in with taught songs with a simple melody
Join in with taught Nursery Rhymes
Can make sounds with/recognise the sound of shakers, bells, drums, scrapers, triangles
Listen to a range of music types & express a preference
Copy simple dance movements
Join in with refrains from stories
Use pre-selected props and small world artefacts to retell aspects of a story

Spring Term

Can match pitch in call & response tasks
Sing taught songs with matching melody
Choose a musical instrument for a desired effect eg sleigh bells for Santa, tambour for thunder etc
Use instrument to match a simple taught rhythm & make their own musical patterns

Use props to respond to music eg scarves & ribbons

Move to a beat

Select appropriate props / small world artefacts to retell a story with support

Summer Term

Sing a song that has been taught matching pitch and melody (Big Bear Funk)

Perform a poem, maintaining the rhythm, as part of a group

Copy a simple beat pattern xx—x

Play an allocated instrument as part of a planned musical composition (Glockenspiel, chimes and percussion)

Move in time with music to participate in a simple dance routine (Ribbon Dance)

Use free choice props and small world artefacts to create/adapt a narrative/story mirroring vocab or themes from known stories

Invent/adapt a known story to create a new narrative as part of a group