



St Luke's Halsall Primary School

Inspiring lives, building futures, together with Jesus

Reception Curriculum



Within the Foundation Stage Curriculum we observe children through their play and through adult led activities. Each term we will pay particular attention to making observations for the following statements. We will use this information to plan adult led activities and to enhance our environment for the children to access independently. Themes and topics may change throughout the year as we follow the intrests of the children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Me and You Autumn	Imaginations & Celebrations	Not All Heroes Wear Capes. Winter	All Creatures Great and Small Spring	Changing and Growing	Going on an Adventure Summer
'Wow!' Experiences	R: Locality walk N: Visit to St Luke's Church	Christmas workshop Imagine That	Visitors in – doctors, vets etc visit to fire station /vets/dentists etc	Calderstones Weekly pet visit?	Creature workshop Croxteth Farm Park	Beach Day Camp Day
Reception Focus	My Family, My house, Homes in the past, My Street, My Locality We are unique. Families are different	Imaginations – moon, space. Celebrations in the family, celebrations in the community, Nativity, Christmas traditions.	Special people within my community How people help us	Animals & habitats Climates – Rainforest, polar, desert, Savannah, temperate	Lifecycles measures	Adventure stories Planning an adventure story (3 parts), planning for a real-life adventure

Reception Drawing Club Texts (Spine)	<p>You Choose – Nick Sharratt</p> <p>Goldilocks and the Three Bears</p> <p>Animation – Funnybones Pet Shop</p> <p>Peepo – Alan & Janet Ahlberg</p> <p>Three Little Pigs</p> <p>Martha Maps in Out -</p> <p>Autumn Text: The Leaf Thief – Alice Hemming & Nicola Slater</p>	<p>Whatever Next – Jill Murphy</p> <p>Cinderella</p> <p>Animation: Clangers</p> <p>Beegu- Alexis Deacon</p> <p>The Gingerbread Man</p> <p>The Donkey’s First Christmas –Susanne T Schroder</p> <p>The Night Before Christmas – Clement C Moore</p>	<p>Winter Text: Jolly Snow – Jane Hissey</p> <p>Super Daisy – Kes Grey</p> <p>Elves and the Shoemaker</p> <p>Animation – SuperTed</p> <p>Supertato – Sue Hendra</p> <p>Little Red Riding Hood</p>	<p>Little Monkey – Marta Atles</p> <p>The Ugly Duckling</p> <p>Animation – Pingu</p> <p>Where Going on a Lion Hunt – David Axtel</p> <p>Spring Text – Little Bear’s Spring Ellie Woolard</p> <p>The Easter Story</p>	<p>Anywhere Farm – Phyllis Root</p> <p>Jack and the Beanstalk</p> <p>Animation – The Little Frog</p> <p>Bog Babies – Jeanne Willis</p> <p>Sleeping Beauty</p>	<p>Summer Text – Albie: How to Catch a Dragon – Caryl Hart</p> <p>Jack and the Flum Flum Tree – Julia Donaldson</p> <p>The Little Mermaid</p> <p>Animation – Mr Bump – Roger Hargreaves</p> <p>What the Ladybird at the Seaside -</p> <p>Rumplestiltskin</p>
Reception Offer Books	<p>Where’s My Bear -Jez Alborough</p> <p>Funny Bones - Janet and Allan Ahlberg</p>	<p>How to Catch a Star - Oliver Jeffers</p> <p>The Dinosaur who Pooped a Planet -</p>	<p>Winter: The Snow Beast – Chris Judge</p> <p>199 Jobs- Hannah Watson (shared with N)</p>	<p>Rainforests: Explore my World – Marfe’ Ferguson Delano</p> <p>Owl Babies - Martin Waddell</p> <p>How Many Legs? - Kes Gray</p>	<p>The Hungry Caterpillar – Eric Carle</p> <p>Flight School - Lita Judge</p>	<p>Shhh! - Sally Grindley</p> <p>The Kiss that Missed - David Melling</p>

	<p>Beware of the Bears - Alan MacDonald</p> <p>Super Duper You - Sophie Henn</p> <p>Hairy Maclary from Donaldson's Dairy - Lynley Dodd</p> <p>The Street below my Feet – charlotte Gullain</p> <p>Autumn: Hello Autumn -</p>	<p>Dougie Poynter & Tom Fletcher</p> <p>You Choose in Space – Nick Sharratt</p> <p>On Sudden Hill - Linda Sarah</p> <p>The Grinch Who Stole Christmas – Dr Seuss (Shared with N)</p> <p>The Snowman – Raymond Briggs</p> <p>Christmas story box – children choose</p>	<p>Superkid - Claire Freedman</p> <p>Alan's Big Scary Teeth – Jarvis</p> <p>Biscuit Bear - Mini Grey</p>	<p>Open Very Carefully: A Book with a Bite -Nick Bromley</p> <p>Spring: The Tree – Britta Teekentrap (Shared with N)</p>	<p>The extraordinary Gardener – Sam Boughton</p> <p>First Fact Bugs (DK) (Shared with N)</p> <p>Three Billy Goats Gruff</p>	<p>Shifty McGifty and Slippery Sam - Tracey Corderoy</p> <p>The Lonely Beast - Chris Judge</p> <p>The Tiger that Came to Tea – Judith Kerr</p> <p>Summer: Flower Block - Lanisha Butterfield</p>
--	---	---	--	---	---	---

Prime Areas

Communication and Language

<p>Listening, attention, and understanding speaking –</p> <p>INTENT</p>	<p>To begin to know and understand how to listen carefully and why listening is important.</p>	<p>To be able to ask questions to find out more information and to understand what has been said to them.</p>	<p>To be able to articulate their ideas and thoughts in well-formed sentences.</p> <p>To be able to connect one idea or action to</p>	<p>To be able to describe events in some detail</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p>	<p>To be able to describe events in some detail and talk about what they observe in the natural world</p>	<p>To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when</p>
---	--	---	---	---	---	--

	<p>To know and talk about the school rules and how they help to keep us happy and safe.</p> <p>To be able to engage in story times to build familiarity and understanding.</p> <p>To be able to talk about and describe themselves and their families.</p> <p>To start to be able to use the new vocabulary taught in topic in discussions and play.</p>	<p>To be able to begin developing social phrases and engage in story times.</p> <p>To be able to make comments about what they have heard and ask questions to clarify their understanding</p> <p>To be able to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To know vocabulary related to different celebrations and understand the different</p>	<p>another using a range of connectives.</p> <p>To be able to engage in non-fiction books.</p> <p>To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.</p> <p>To begin 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 use talk to explain how things work and why they might happen.</p> <p>To know and be able to use the new vocabulary taught in topic in discussions and play.</p> <p>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 know and talk about the different people who help us in the community. (Police, Fire, Dentists Doctors and Nurses)</p> <p>To know and talk about some influential figures from the past who have helped us such as Mary Seacole,</p>	<p>and growing observations.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and be able to use the new vocabulary taught in topic in discussions and play.</p>	<p>being read to and during whole class discussions and small group interactions.</p> <p>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 develop a deep familiarity with new knowledge and vocabulary.</p> <p>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.</p> <p>To be able to express their ideas</p>
--	--	---	--	---	---	--

		ways people celebrate.		To understand and talk about healthy eating and oral health.		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.
IMPLEMENTATION	Carpet whole group Small focused group discussions 1:1 Quality interactions during continuous provision (eg home corner) Story time with quality text Worship	Carpet whole group Small focused group discussions 1:1 Quality interactions during continuous provision (eg home corner) Story time with quality text Worship	Carpet whole group Small focused group discussions 1:1 Quality interactions during continuous provision (eg home corner) Story time with quality text Worship	Carpet whole group Small focused group discussions 1:1 Quality interactions during continuous provision (eg home corner) Story time with quality text Worship Visits to the vet Visitors – school nurse and police	Carpet whole group Small focused group discussions 1:1 Quality interactions during continuous provision (eg home corner) Story time with quality text Worship	Carpet whole group Small focused group discussions 1:1 Quality interactions during continuous provision (eg home corner) Story time with quality text Worship
IMPACT	<i>ELG:</i>					

	<p><i>Listening, Attention and Understanding-</i> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><i>Speaking-</i> participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.</p>				
Personal, Social and Emotional Development					
<p>Self-Regulation, Managing Self, Building Relationships</p> <p>(These have been split for extra focus but will be ongoing.)</p> <p>INTENT</p>	<p>To know the school rules and be able to talk about how they help to keep themselves happy and safe.</p> <p>To begin 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 what to do if they are feeling worried about something.</p> <p>To be able to work and play cooperatively and take turns with others</p>	<p>To begin to be able to show resilience and perseverance in the face of challenge.</p> <p>To begin to be able to identify and moderate their own feelings socially and emotionally.</p> <p>To begin to be able to display confidence to try new activities</p> <p>To begin 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 begin to know and talk about the different factors that support their health and wellbeing including regular physical activity, healthy eating, tooth brushing, good sleep, and screen time.</p> <p>To begin to be able to set and work towards simple goals.</p>	<p>To be able to think about the perspectives of others.</p> <p>To be able 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</p>	<p>To be able to show sensitivity to their own and to others' feelings.</p> <p>To know how to be a good friend</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</p>

IMPLEMENTATION	<p>To begin to be able to manage their own basic needs.</p> <p>To be able to express their feelings.</p> <p>To be able to give focused attention to what their peers and the teachers say.</p>		<p>To be able 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 talk about what is fair and what is not fair.</p>	<p>towards simple goals.</p> <p>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 and know right from wrong.</p> <p>To be able to manage own basic hygiene and personal needs.</p>	<p>teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>To know and talk about the different factors that support their health and wellbeing including being a safe pedestrian.</p>
	<p>Carpet whole group</p> <p>Small focused group discussions</p> <p>1:1</p> <p>Circle times</p> <p>Quality interactions during continuous provision (eg home corner)</p> <p>Story time with quality text</p> <p>PE lessons</p> <p>RE/Worship</p>	<p>Carpet whole group</p> <p>Small, focused group discussions</p> <p>1:1</p> <p>Circle times</p> <p>Quality interactions during continuous provision</p> <p>Story time with quality text</p>	<p>Carpet whole group</p> <p>Small, focused group discussions</p> <p>1:1</p> <p>Circle times</p> <p>Quality interactions during continuous provision</p> <p>Story time with quality text</p>	<p>Carpet whole group</p> <p>Small, focused group discussions</p> <p>1:1</p> <p>Circle times</p> <p>Quality interactions during</p>	<p>Carpet whole group</p> <p>Small, focused group discussions</p> <p>1:1</p> <p>Circle times</p> <p>Quality interactions during provision</p>

		PE lessons RE/worship	PE lessons RE/worship School nurse visit Fruit tasting	continuous provision Story time with quality text PE lessons RE/worship	Story time with quality text PE lessons RE/worship Road safety training	
	<p>IMPACT</p> <p><i>ELG</i> <i>Self-Regulation-</i> 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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. <i>Managing self-</i> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. <i>Building Relationships-</i> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.</p>					
Physical Development						
	Fundamentals – Places & Spaces	Ball Skills - Weather	Dance – Places	Games – Around the World	Gymnastics – Traditional Tales	Introduction to P.E – Everyday Life
Gross Motor INTENT	To be able to move confidently in different ways. To know a range of movement skills they have	To be able to balance and coordinate. safely.	To begin to be able to develop the overall body strength, co- ordination, balance, and agility needed to engage successfully with future physical	To be able to link at least 2 movements together when performing a small range of skills.	To know and refine a range of ball skills including throwing, catching, kicking, passing,	To know how to participate in sporting events. To be able to work in a team

	<p>already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to listen to instructions and know how to stay safe in PE lessons.</p> <p>To know and be able to travel and balance in different ways, returning to defined space.</p> <p>To develop the skills they need to manage the school day successfully.</p>	<p>To be able to negotiate space effectively.</p> <p>To begin to be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To begin to be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To be able to experiment with and develop increasingly complex ways of travelling.</p>	<p>education sessions and other physical disciplines including dance, gymnastics, sport,</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p>	<p>To be able to use equipment properly and move and land safely.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p> <p>To begin to develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To manage the school day successfully:</p> <p>To know what constitutes a healthy lifestyle.</p>	<p>batting, and aiming.</p> <p>To know and consolidate travelling and balancing skills through building sequences.</p> <p>To be able to experiment with direction and be able to change direction and speed whilst maintaining personal space.</p> <p>To know revise, and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping,</p>	<p>collaborating and problem solving.</p> <p>To be able to show good agility, balance and coordination.</p> <p>To be able to run throw and jump.</p> <p>To be able to use a sequence of movements with some changes in level, direction or speed</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep</p>
--	--	---	--	---	---	---

		<p>To be able to define own space without visible boundaries.</p> <p>To know how to use high apparatus safely. Such as in P.E and in the playground.</p>			<p>skipping, climbing.</p>	<p>and reasonable amounts of screen time and road safety.</p> <p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
IMPLEMENTATION	<p>PE lessons Outdoor play Modelling Quality interactions</p>	<p>PE lessons Outdoor play Modelling Quality interactions</p>	<p>PE lessons Outdoor play Modelling Quality interactions</p>	<p>PE lessons Outdoor play Modelling Quality interactions Class discussion</p>	<p>PE lessons Outdoor play Modelling Quality interactions</p>	<p>PE lessons Outdoor play Modelling Quality interactions</p>
<p>Fine Motor Skills</p> <p>INTENT</p>	<p>To have a dominant hand and comfortable grip to write with.</p> <p>To begin to complete simple</p>	<p>To develop their fine motor skills to begin to hold pencils correctly, use scissors etc.</p>	<p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently</p>	<p>To use their fine motor skills to complete a range of activities with cutlery and pencils.</p>	<p>To use their fine motor skills for holding pencils correctly, using scissors etc.</p>	<p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p>

	fine motor activities after modelling.		paintbrushes, knives and forks.			
IMPLEMENTATION	<p>Pencil grip – froggy legs Handwriting practise Letter formation in phonics Dough disco Scissors- snipping paper Use of clips, clasps, zips, buttons Finger Puppets Building Sort small bits and pieces using tweezers. Nuts and Bolts Lacing Peg Boards and Pin Boards Pipettes in the Water) Tearing Funky finger activities</p>	<p>Pencil grip – froggy legs Handwriting practise Letter formation in phonics Dough disco Scissors- snipping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes Use of clips, clasps, zips, buttons Finger Puppets Building with small Lego and small construction. Sort small bits and pieces using tweezers. Nuts and Bolts Lacing Peg Boards and Pin Boards</p>	<p>Pencil grip – froggy legs Handwriting practise Letter formation in phonics Dough disco Scissors- snipping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes Use of clips, clasps, zips, buttons Finger Puppets Building with small Lego and small construction. Sort small bits and pieces using tweezers. Nuts and Bolts Lacing Peg Boards and Pin Boards Pipettes in the Water) Tearing Funky finger activities Modelling use of cutlery at lunch and snack</p>	<p>Pencil grip – froggy legs Handwriting practise Letter formation in phonics Dough disco Scissors- moving paper forward, cuts curved lines and circle shapes, cuts complex shapes Use of clips, clasps, zips, buttons Finger Puppets Building with small Lego and small construction. Sort small bits and pieces using tweezers. Nuts and Bolts Lacing Peg Boards and Pin Boards Pipettes in the Water) Tearing Funky finger activities Modelling use of cutlery at lunch and snack</p>	<p>Pencil grip – froggy legs Handwriting practise Letter formation in phonics Dough disco Scissors-paper moving forward, cuts curved lines and circle shapes, cuts complex shapes Use of clips, clasps, zips, buttons Finger Puppets Building with small Lego and small construction. Sort small bits and pieces using tweezers. Nuts and Bolts Lacing Peg Boards and Pin Boards Pipettes in the Water)</p>	<p>Pencil grip – froggy legs Handwriting practise Letter formation in phonics Modelling of handwriting</p>

		Pipettes in the Water) Tearing Funky finger activities			Tearing Funky finger activities Modelling use of cutlery at lunch and snack	
--	--	--	--	--	---	--

IMPACT	<p><i>ELG</i></p> <p><i>Gross Motor Skills-</i> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p><i>Fine Motor Skills-</i> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>					
---------------	--	--	--	--	--	--

SPECIFIC AREAS

Mathematics

Number and Numerical Patterns	<u>Numbers 0,1,2,3</u>	<u>Numbers 4, 5,6,7</u>	<u>Numbers 7,8,9, 10</u>	<u>Numbers 0-10</u>	<u>0 to 20</u>	<u>Numbers 16, 17, 18, 19, 20</u>
	To be able to match amounts and compare numbers 0-3 using language of more, less, fewer or the same as (counters, dice, Numicon,	To be able to match amounts and compare numbers using language of more, less, fewer, the same, equal 0-7	To be able to match amounts and compare using mathematical language (counters, dice, Numicon, dominoes, fingers, money numerals,	To know and be able to form numbers 0-10 To be able to order numbers and say what one more and one less for numbers to 10.	To know and be able to form Numbers 0-15 To start to know addition and	To know and be able to form numbers 0-20 To be able to order numbers 0-20 and say what
INTENT						

	<p>dominoes, fingers, numeral, irregular arrangements and groups of objects.</p> <p>To know and begin to be able to form numbers 0-3</p> <p>To be able to order numbers 0-3 and say what one more is.</p> <p>To be able to count orally and count with one-to-one correspondence, actions objects and sounds to 5.</p> <p>To begin to understand what subitising is e.g. with a die.</p>	<p>(counters, dice, Numicon, dominoes, fingers, money numeral, irregular arrangements and groups of objects)</p> <p>To know and be able to form Numbers 0-7</p> <p>To be able to order numbers to 7 and say what one more than each number is.</p> <p>To be able to count orally to 10 and count with one-to-one correspondence - actions objects and sounds to 7.</p>	<p>irregular arrangements)</p> <p>To know and be able to form numbers 0-9</p> <p>To be able to order numbers to 10,</p> <p>To be able to count with one-to-one correspondence.</p> <p>To start to be able to count forwards and backwards on a number line understanding one more.</p> <p>To know the action and begin to be able to recognise subtraction signs '-' and '=' sign.</p> <p>To know the group gets smaller when something is taken away.</p>	<p>To be able to count forwards and backwards on a number line to 10.</p> <p>To know what halving means and start to be able to use halving language such as sharing, equal and even.</p> <p>To begin to be able to halve shapes and numbers. To know that halves are equal.</p> <p>To begin to know a double is the same again and to begin to be able to recall double number facts.</p> <p>To begin to be able to share equally using part, part whole.</p> <p>To begin to know odd and even numbers to 10.</p>	<p>subtraction methods.</p> <p>To begin to be able to solve addition and subtraction problems in a range of ways.</p> <p>To be able to order numbers and count forwards and backwards</p> <p>To be able to share equally (part, part, whole)</p> <p>To be able to halve numbers.</p> <p>To know number facts, focus on odds and even.</p> <p>To begin to be able to double</p>	<p>one more or one less is.</p> <p>To be able to count forwards and backwards on a number line.</p> <p>To be able to recognise different coins and make amounts using them.</p> <p>To begin to be able to talk about different times.</p> <p>To know 2D, 3D shapes and shapes properties.</p> <p>To be able to recognise and create patterns.</p> <p>To be able to halve numbers and know and</p>
--	--	--	--	--	--	---

	<p>Money- Using money in role play and be aware what it is for.</p> <p>To be able to show awareness for different times of the day- (morning, lunch time afternoon, dinner time evening bedtime)</p> <p>To begin to know the days of the week.</p> <p>To begin to know basic 2D shapes and be able to talk about their properties.</p> <p>To begin to compare the length, weight, and height of objects.</p>	<p>To know anything can be counted and be able to count actions and sounds.</p> <p>To begin to know coins, have different values.</p> <p>To begin to know there are different times of the day, days of the week and months of the year.</p> <p>To know some 2D shapes and shape properties.</p> <p>To be able to select and rotate shapes building an awareness that</p>	<p>To begin to know coins, have different values and be able to say what some coins values are.</p> <p>To be able to talk about patterns in events using language first, then, after before.</p> <p>To begin to know and be able to talk about 3D shapes and shape properties.</p> <p>To be able to talk about and identify patterns and start to create their own patterns.</p> <p>To be able to subitise different amounts</p>	<p>To be able to subitise spots on a die, Numicon, dominoes, fingers numeral, irregular arrangements.</p> <p>To begin to be able to add subitised amounts counting on from the first number to solve addition number sentences.</p> <p>To begin to be able to add using different addition methods. (Fingers, Numicon, manipulates, number lines and mentally)</p> <p>To begin to compare the length, weight, and height of objects.</p>	<p>numbers and know- doubling facts.</p> <p>To be able to recall addition facts to 10</p> <p>To be able to subitise different amounts in different contexts</p> <p>Have a strong sense of numbers to 10 recognising, writing, adding taking away counting back or on and recalling number facts.</p>	<p>recall halving number facts</p> <p>To be able to double and know and recall double number facts.</p> <p>To be able to solve number word problems- (addition and subtraction) with manipulatives and mentally.</p> <p>To begin to be able to count in 2s, 5s and 10s</p> <p>To compare the length, weight, and height of objects.</p>
--	--	---	--	--	--	---

		<p>shapes can have shapes within it.</p> <p>To begin to be able to subitise using a die.</p> <p>To begin to know the actions and recognise '+' and '=' signs</p> <p>To know that addition involves combining two or more groups of objects.</p>				
IMPLEMENTATION	<p>Number of the week focus</p> <p>Whole class session</p> <p>Small group session</p> <p>1:1 support</p> <p>Quality interactions</p>	<p>Number of the week focus</p> <p>Whole class session</p> <p>Small group session</p> <p>1:1 support</p> <p>Quality interactions</p>	<p>Number of the week focus</p> <p>Whole class session</p> <p>Small group session</p> <p>1:1 support</p> <p>Quality interactions during continuous provision</p>	<p>Number of the week focus</p> <p>Whole class session</p> <p>Small group session</p> <p>1:1 support</p> <p>Quality interactions during continuous provision</p>	<p>Number of the week focus</p> <p>Whole class session</p> <p>Small group session</p> <p>1:1 support</p> <p>Quality interactions</p>	<p>Number of the week focus</p> <p>Whole class session</p> <p>Small group session</p> <p>1:1 support</p> <p>Quality interactions</p>

	during continuous provision Quality texts	during continuous provision Quality texts	Quality texts	Quality texts	during continuous provision Quality texts	during continuous provision Quality texts
IMPACT	<p><i>ELG:</i> <i>Number-</i> Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts. <i>Numerical Patterns-</i> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.</p>					
Literacy						
Comprehension, Word Reading, Writing INTENT	<p>To know some graphemes and phonemes.</p> <p>To be able to correctly form the graphemes and say the phonemes to match.</p> <p>To begin to be able to blend</p>	<p>To be able to blend sounds with taught sounds.</p> <p>To begin to be able to segment and write words using taught sounds.</p> <p>To begin to be able to write</p>	<p>To know the sounds for each letter in the alphabet and at least 5 digraphs</p> <p>To know and be able to read a few common exception words matched to the school's phonic programme.</p> <p>.</p>	<p>To be able to read words consistent with their phonic knowledge.</p> <p>To be able to read simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To be able to form lower-case and capital letters correctly.</p> <p>To be able to segment and spell words and write simple phrases and sentences that</p>	<p>To be able to consistently use capital letters, finger spaces and full stop.</p> <p>Write simple phrases and sentences that can be read by others.</p>

	<p>some words with the known letter correspondence.</p> <p>To begin to be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To begin to be able anticipate (where appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes</p>	<p>some short captions and labels with adult support.</p> <p>To begin to be able to read some short sentences.</p> <p>To begin to be aware of sentence structure (capital letters, finger spaces and full stops)</p> <p>To be able to participate in shared writing experiences in whole class writing sessions and story maps.</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories</p>	<p>To be able to read words consistent with their phonic knowledge.</p> <p>To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to write recognisable letters, some of which are correctly formed.</p> <p>To be able to segment and spell words when writing independently.</p> <p>To start to be able to write captions and simple sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p>	<p>To be able to segment and spell words.</p> <p>To begin to be able to talk about connectives in sentence writing.</p> <p>To be able to re-read their reading books and build up their confidence in word reading, fluency, understanding and enjoyment.</p> <p>To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to write simple sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p>	<p>can be read by others.</p> <p>To be able to read words, sentences and stories consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to draw and innovate story maps from well-known stories.</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently</p>	<p>To be able to introduce narratives in their own writing'</p> <p>To be able to re-read what they have written to check that it makes sense.</p> <p>To be able to 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>To demonstrate understanding of what they have read by retelling and answering comprehension</p>
--	---	---	---	--	--	---

	<p>and poems and during role play.</p>	<p>and narratives using their own words and recently introduced vocabulary. To be able to anticipate (where appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To begin to be able to talk about characters, settings, authors and illustrators</p>	<p>To begin to be able to draw and innovate story maps from well-known stories.</p> <p>To be able to demonstrate understanding of what has been read to them.</p>		<p>introduced vocabulary.</p> <p>To be able to anticipate (where appropriate) key events in stories</p> <p>To be able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>questions. understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
--	--	--	---	--	---	---

IMPLEMENTATION	Whole class/focus group phonics lessons 1:1 reading Whole class story time with quality text Quality continuous provision activities and interactions	Whole class/focus group phonics lessons 1:1 reading Whole class story time with quality text Quality continuous provision activities and interactions	Whole class/focus group phonics lessons 1:1 reading Whole class story time with quality text Quality continuous provision activities and interactions	Whole class/focus group phonics lessons 1:1 reading Whole class story time with quality text Quality continuous provision activities and interactions	Whole class/focus group phonics lessons 1:1 reading Whole class story time with quality text Quality continuous provision activities and interactions	Whole class/focus group phonics lessons 1:1 reading Whole class story time with quality text Quality continuous provision activities and interactions
Phonics	To follow the progression of taught sounds in Jolly Phonics, incorporating reading and writing opportunities in each lesson.					
IMPACT	<p><i>ELG</i></p> <p><i>Comprehension-</i> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p><i>Word Reading-</i> Say a sound for each letter of the alphabet and at least 10 diagraphs. 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><i>Writing-</i> Write recognisable letters, most of which are correctly formed.</p>					

	Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
	Understanding the World					
Past and Present People, culture and Communities INTENT	<p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about themselves in the past when they were younger and make sense of their family history.</p> <p>To know, name and describe people who are familiar to them.</p> <p>To begin to be able to draw information from a simple map for their local area.</p>	<p>To know and understand that some places are special to members of their community.</p> <p>To begin to know and name some important places of worship.</p> <p>To begin to know some historical facts and stories from different religions and celebrations.</p> <p>To be able to recognise that people have different beliefs</p>	<p>To be able to recognise some similarities and differences between life in this country and life in other countries.</p> <p>To learn about different cultures in other places in the world.</p>	<p>To be able to compare characters from stories, including figures from the past.</p> <p>To be able to comment on images of familiar situations in the past.</p> <p>To know about some influential figures from the past such as Ruby Bridges, Rosa Parks, and Martin Luther King.</p>	<p>To be able to continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.</p> <p>To be able to respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.</p>	<p>To be able to draw information from a simple map.</p> <p>To be able to look at similarities and differences between the natural world around them in the past and present.</p> <p>To know about influential figures from the past such as Christopher Columbus, and discuss historical events that have happened in the past such as the discovery that the world was round.</p> <p>To be able to comment on</p>

		<p>and celebrate special times in different ways.</p> <p>To know about different celebrations that occur in Autumn (Diwali, Hannukah, Remembrance Day, Christmas)</p>				<p>images situations in the past.</p> <p>To recognise that some environments are different to the one they live.</p>
IMPLEMENTATION	<p>Class, small group and 1:1 discussions</p> <p>Photos from home</p> <p>Drawing pictures</p>	<p>Class, small group and 1:1 discussions</p> <p>Visit to church</p> <p>Visit to other religious building/ visitor from other religion</p> <p>Quality texts, objects and images</p>	<p>Class, small group and 1:1 discussions</p> <p>Visit to other religious building/ visitor from other religion</p> <p>Quality texts, objects and images</p>	<p>Class, small group and 1:1 discussions</p> <p>Quality texts, objects and images</p>	<p>Class, small group and 1:1 discussions</p> <p>Visit to church</p> <p>Visit to other religious building/ visitor from other religion</p> <p>Quality texts, objects and images</p> <p>RE/worship</p>	<p>Class, small group and 1:1 discussions</p> <p>Quality texts, objects and images</p> <p>Maps/globe</p> <p>Local walks</p>
<p>The Natural World</p> <p>INTENT</p>	<p>To be able to explore the natural world around them, observing important</p>	<p>To be able to explore the natural world around them, making observations of</p>	<p>To be able to explore the natural world around them, talking about their observations and</p>	<p>To understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<p>To know what a plant needs to grow.</p> <p>To be able to explain some</p>	<p>To be able to talk about the differences between materials and changes they notice.</p>

	<p>changes and seasons.</p> <p>To be able to describe what they see, hear, and feel whilst outside.</p>	<p>animals and plants.</p> <p>To know and understand the important processes and changes in the natural world around them, including seasons and changing states of matter through observations and investigations.</p>	<p>drawing pictures of animals and plants.</p> <p>To be able to compare the natural world in different places around the world. (Looking at geographical and climate differences.</p> <p>To begin to understand the negative impact that humans can have the environment.</p> <p>To begin to know what they can do to make positive changes towards suitability</p>	<p>To know about healthy foods that grow naturally</p>	<p>concepts of growth through observation of seeds growing in class.</p> <p>To know about some lifecycles with a focus on chicks.</p> <p>To know how to care for the natural environment and living things.</p>	<p>To explore and talk about different forces they can feel when experimenting.</p> <p>To know and understand the important processes and changes in the natural world around them building an understand of how human activity can have a negative impact on the environment and what they can do to look after the natural world.</p>
IMPLEMENTATION	<p>Local walks Walks in the school grounds Play area Class and small group discussions</p>	<p>Local walks Walks in the school grounds Play area Class and small group discussions</p>	<p>Local walks Walks in the school grounds Play area Class and small group discussions</p>	<p>Local walks Walks in the school grounds Play area Class and small group discussions Visit to the shop/farm</p>	<p>Local walks Walks in the school grounds Play area Class and small group discussions Grow plants</p>	<p>Local walks Walks in the school grounds Play area Class and small group discussions Explore materials</p>

			Quality texts and images		Hatch eggs	Recycle at school and home
IMPACT	<p>ELG</p> <p><i>Past and Present-</i> Talk about the lives of 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><i>People, culture, and Communities-</i> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><i>The Natural World-</i> Explores 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 to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>					
	Expressive Arts and Design					
Being Imaginative and Expressive INTENT	To begin to be able to sing in a group or on their own, increasingly matching the pitch and following the melody.	To know that different music is played for different celebrations.	To know a repertoire of songs. To be able to move to musical stimuli in a variety of ways, e.g. hopping, marching, skipping, and jumping	To be able to imitate and create movement in response to music	Be able to listen attentively, move to, and talk about music, expressing their feelings and responses.	To be able to watch and talk about dance and performance art, expressing their feelings and responses.

	<p>To be able to participate in action songs which call for movement</p> <p>To be able to develop storylines in their pretend play.</p> <p>To be able to play with others during role play who are engaged in the same theme.</p>	<p>To be able to move to musical stimuli and keep in time to the music.</p> <p>To be able to perform songs on stage to others in the Nativity.</p> <p>To be able to invent narratives in role play and when playing.</p> <p>To be able to play with others during role play who are engaged in the same theme.</p> <p>To be able to sing and perform songs and rhymes from different celebrations</p>	<p>To be able to tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound.</p>	<p>To introduce a storyline or narrative into their play.</p> <p>To be able to use props and role play to tell stories and act out narratives in play.</p>	<p>To know that they can use their voices whilst acting to create a dramatic affect.</p>	<p>To begin to be able to move rhythmically.</p> <p>To be able to recognise repeated sound and motion movements to music</p> <p>To be able to perform in their class assembly.</p> <p>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>To engage with topic related role play.</p>
--	---	---	--	--	--	---

		<p>solo or in a group.</p> <p>To create narratives with different cultural dress up items, clothing, dolls and small world.</p>				
IMPLEMENTATION	<p>Listen to and sing a range of songs/music</p> <p>Read a range of quality texts</p> <p>Quality continuous provision enhancements and interactions</p>	<p>Listen to and sing a range of songs/music</p> <p>Read a range of quality texts</p> <p>Quality continuous provision enhancements and interactions</p> <p>Take part in the FS Nativity</p>	<p>Listen to and sing a range of songs/music</p> <p>Observe and join in with a range of movements to music</p>	<p>Listen to and sing a range of songs/music</p> <p>Read a range of quality texts</p> <p>Quality continuous provision enhancements and interactions</p> <p>Observe and join in with a range of movements to music</p> <p>Opportunity to play a range of instruments</p>	<p>Listen to and sing a range of songs/music</p> <p>Read a range of quality texts</p> <p>Quality continuous provision enhancements and interactions</p> <p>Observe and join in with a range of movements to music</p>	<p>Listen to and sing a range of songs/music</p> <p>Read a range of quality texts</p> <p>Quality continuous provision enhancements and interactions</p> <p>Observe and join in with a range of movements to music</p> <p>Take part in the class assembly</p>
Creating with Materials	To be able to explores what	To learn about and create arts	To be able to return to and build on their	To be able to create collaboratively sharing	To be able to safely use and	To know and select tools and

<p>INTENT</p>	<p>happens when they mix colours.</p> <p>To be able to experiment to create different textures.</p> <p>To draw and paint pictures of their families.</p> <p>To know that different media can be combined to create new effects.</p> <p>To be able to manipulate materials to achieve a planned effect.</p> <p>To create simple representations of events, people and objects.</p>	<p>and crafts from different cultures e.g Rangoli patterns, Divas, Christmas cards, Hanukah cards.</p> <p>To know colours can be mixed to make a new colour.</p>	<p>previous learning, refining ideas and developing their ability to represent them.</p> <p>To know that different materials can be used to create art.</p> <p>To be able to explore art from different places around the world.</p> <p>To be able to use simple tools and techniques competently and appropriately when creating arts from round the world</p> <p>To be able to selects tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used.</p>	<p>ideas, resources, and skills.</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.</p> <p>To explore, use and refine a range of artistic effects to express their ideas and feelings.</p>	<p>explore a variety of materials, tools and techniques.</p> <p>To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes. To return to and build on previous learning, refining their ideas.</p> <p>To draw observational pictures of plants and features of the natural world.</p>	<p>techniques needs 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</p> <p>To make props and to tell pirate, seaside and adventure stories.</p>
----------------------	---	--	---	--	---	--

IMPLEMENTATION	A range of resources to work with Designing Examples for modelling Photos from home Draw self portraits Quality interactions Mix colours	A range of resources to work with Examples for modelling Quality interactions Look at examples of art from around the world Make Christmas cards Make rangoli patterns	A range of resources to work with Examples for modelling/images Designing Quality interactions	A range of resources to work with Examples for modelling/images/artists Designing Quality interactions	A range of resources to work with Examples for modelling/images/artists Designing Quality interactions Draw plants	A range of resources to work with Examples for modelling/images/artists Designing Quality interactions Continuous provision enhancements
IMPACT	<p>ELG</p> <p><i>Creating with Materials-</i> Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations explaining the process they have used. Make use of props and materials when roleplaying narratives and stories, <i>Being Imaginative and Expressive-</i> Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and (when appropriate) try and move in time with Music.</p>					
Computing						
ICT INTENT	To begin to able to use a simple programme on the iPad; class computers or interactive whiteboard and predict the behaviour of a simple pattern. (2paint, Top Marks, Jolly Phonics)	To be able to execute a sequence of instructions on a programming toy or app to guide a robot. To know some ways to stay safe online. To be able complete a simple computer programme.	To know information can be retrieved from a computer. To know and understand different uses of technology and know-how computers help us outside school. To know how to stay safe online.			

			To be able to turn the computer on and log on. To be able to turn the computer off.
IMPLEMENTATION	Computer programmes on ipad; class computer and IWB. Modelling Discussion Painting linked to topic Research linked to topic	Computer programmes on ipad; class computer and IWB. Modelling Discussion Painting linked to topic Research linked to topic	Computer programmes on ipad; class computer and IWB. Modelling Discussion Painting linked to topic Research linked to topic
IMPACT	Can begin to complete a simple computer programme	To have an awareness of what is meant by 'online'	Can select and use technology for a purpose To be able to turn the computer on and off and log on.

RELIGIOUS EDUCATION

	I am Special	Special Times	Special People	Stories Jesus Told	Friendship	Special Places
	Harvest	Christmas	Stories Jesus Heard	Easter		Prayer
INTENT	Children to understand they are special and unique. To know they are valued and loved by God. Children to understand why	To develop an understanding of special/holy times; how special times are celebrated. To begin to learn about Pentecost and God as the Holy Spirit.	Pupils to explore Christian values through their own actions and the actions of others. To recognise the role of special people in their lives.	Explore the stories Jesus told and know he told them to teach us about God. Explore the events of Easter through a multi-sensory approach so children know it is	Explore the meaning of friendship, how we make friends and why friends are important . Know about Jesus' friends and how he chose them.	To begin to develop an understanding of a place considered as special/holy where believers' worship. To begin to understand prayer and the different ways people of

	we say thank you to God at harvest time and talk about him being creator.	Discover the Nativity in a range of ways and know it is a celebration of Jesus' birth.	To know that Jesus is a special person. Begin to listen to Old Testament stories and understand these are stories Jesus would have heard.	a celebration of Jesus' death and resurrection.		faith talk about God.
IMPLEMENTATION	Make handprints Talk about names Look in mirrors Draw pictures and compare Read the story of creation. Draw our favourite food. Make bread. Sing harvest songs.	Read The feeding of the 5000 Read Down through the roof in Luke Talk about who is special to us. Make pictures of special people Make certificates or thank you cards for special people Read the Nativity Story Act out the story Sequence pictures of the story Have a birthday party for Jesus	Read the stories Moses in the bullrushes; Noah's Ark; Jonah and the whale Make pictures linked to the stories Make a display of our favourite story books	Read the stories of the Good Samaritan and The Sower Think about people who help us Draw pictures of the stories Plant seeds in different places Read the Easter story Have a parade, making our own flags and bunting Outside Easter Talk about feelings, especially love	Read the stories Ruth and Naomi; Calming of the storm Read the Rainbow Fish Talk about friendship and what it means to be a good friend Make a card for a friend Read Abraham moves home; Jesus in the temple Bring in photos from home of places that are special to them Visit our church	Read the arrival of the Holy Spirit. Talk about special times. Role play special dressing up clothes. Share pictures of special family times. Read the Lord's Prayer Have special prayer time

					Draw a map with a special place on	
IMPACT	<p>Know they are special and unique</p> <p>Know they are special and loved.</p> <p>Know that Christians believe God created the world.</p> <p>Believe we should say thank you to God at Harvest time and celebrate with a church service.</p>	<p>Know special times create special memories.</p> <p>Know celebrating special times is important.</p> <p>Know Christmas is a celebration of Jesus' birth.</p> <p>Know Jesus was a special baby, the Son of God</p> <p>Know the church celebrates Christmas in special ways.</p>	<p>Know Jesus is special and performs miracles.</p> <p>Know people choose to do a variety of jobs to show Christian values in actions.</p> <p>Know Jesus listened to and learned</p> <p>Know Old Testament stories and they teach us about God.</p>	<p>Know Jesus told stories and they are found in the Bible.</p> <p>Know Jesus told the stories to teach people about God.</p> <p>Know Jesus rode into Jerusalem on a donkey.</p> <p>Jesus died on the cross on Good Friday.</p> <p>Know Christians believe Jesus rose on Easter day and is alive today.</p> <p>Easter is the most important time of the year for the Church.</p>	<p>Know Christians consider themselves friends of Jesus.</p> <p>Know Jesus has 12 special friends called disciples.</p> <p>Know Christians worship in a church.</p> <p>Know people consider places special for different reasons.</p> <p>Know Muslims take off their shoes in a mosque.</p>	<p>Know Jesus taught his disciples the Lord's Prayer.</p> <p>Prayer is a form of communication with God.</p> <p>Prayer is expressed in different ways.</p> <p>Know people pray for different reasons.</p> <p>Know the arrival of the Holy Spirit is remembered at Pentecost.</p> <p>People of faith have special times of prayer.</p>