

St Mark's Curriculum

EYFS progression map

Curriculum Intent:

At St Mark's we offer a curriculum rich in wonder and memorable experiences.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment that values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is based.

Curriculum Implementation:

At St Mark's we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment with songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers.

Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the FFT programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in nature sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are encouraged to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics, which are enriched with classroom enhancements, trips and visitors. Quality key texts support the topics. The books are chosen carefully to encourage children's speech, language and communication development. All planning is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive knowledge organisers each half term to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy contributing to their child's learning journal and Family Box to engage in their child's learning and share experiences from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Curriculum Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding.

Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Communication and Language – Prime Area.

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.

	Autumn 1 Magical Me	Autumn 2 Celebrations	Spring 1 Dinosaurs	Spring 2 Space	Summer 1 Nature Detectives	Summer 2 Traditional Tales	Early Learning Goals
Reception Skills	<p>To talk about themselves and others. (Au1)</p> <p>To sing songs. (Au1)</p> <p>To speak about a range of texts. (Au1)</p>	<p>To compare different festivals. (Au2)</p> <p>To make comments about their observations. (Au2)</p>	<p>To be able to give facts about a specified subject. (Sp1)</p> <p>To begin to research using a search engine. (Sp1)</p> <p>To talk about the role of healthy food and exercise in staying healthy. (Sp1)</p>	<p>To describe familiar texts with detail and using full sentences. (Sp2)</p> <p>To label and sort living things. (Sp2)</p>	<p>To being to ask questions about familiar aspects of their environment and their learning. (Sp2)</p> <p>To be able to order a range of life cycles. (Su2)</p> <p>To describe habitats. (Su1)</p>	<p>To describe features of traditional stories. (Sp1)</p>	<p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Reception Knowledge	<p>To know about others. (Au1)</p> <p>To know familiar songs. (Au1)</p> <p>To describe different story and non-fiction texts. (Au1)</p>	<p>To know about different festivals. (Au2)</p> <p>To be able to talk about how different people help us. (Au2)</p> <p>To begin to talk about why things happen using new vocabulary learnt. (Au2)</p>	<p>To know different traditional stories. (Sp1)</p> <p>To know a range of healthy food and exercise. (Sp1)</p> <p>Express their ideas and feelings about their experiences. (Sp1)</p>	<p>To know different features of texts. (Sp2)</p> <p>To talk confidently about why things happen using new vocabulary learnt. (Sp2)</p> <p>To engage in meaningful conversations with others. (Sp2)</p>	<p>To name and sort a range of living things. (Su1)</p> <p>To be able to talk about different habitats. (Su1)</p> <p>To engage in meaningful conversations with others. (Su1)</p>	<p>To know a range of facts. (Su2)</p> <p>To engage in meaningful conversations with others. (Su2)</p> <p>To know different features of texts. (Su2)</p>	

Personal, Social and Emotional Development – Prime Area.

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 are 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	<p>To describe a friend. (Au1)</p> <p>To know and demonstrate friendly behaviour. (Au1)</p> <p>To understand how to be a good friend. (Au1)</p> <p>To learn to join in with whole group activities. (Au1)</p> <p>To choose an activity independently. (Au1)</p>	<p>To learn about a range of different festivals. (Au2)</p> <p>To learn about important dates in their lives. (Au2)</p>	<p>To learn right from wrong. (Sp1)</p> <p>To understand how to make the right choices and the consequences of not making the right ones. (Sp1)</p>	<p>To understand that people need help. (Sp2)</p> <p>To identify ways of being helpful to others and how this will make them feel. (Sp2)</p>	<p>To describe a range of different habitats around the world. (Su1)</p>	<p>To learn about the different family structures. (Su2)</p>	<p><u>Self-Regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Reception Knowledge	<p>To describe and show friendly behaviour. (Au1)</p> <p>To begin taking turns with their friends. (Au1)</p>	<p>To be able to talk about different festivals. (Au2)</p> <p>To understand why different people celebrate different things. (Au2)</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are. (Sp1)</p> <p>To be able to talk about how the character could have made a better choice. (Sp1)</p>	<p>To talk about the effect my behaviour has on others. (Sp2)</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1)</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p>	<p><u>Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>Explain the reasons for rules know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><u>Building Relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>

Physical Development – Prime Area.

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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	<p>To use a dominant hand. (Au1)</p> <p>To begin to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>To use climbing equipment safely and competently. (Au1)</p>	<p>To use a dominant hand. (Au2)</p> <p>To begin to use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To use climbing equipment safely and competently. (Au2)</p> <p>To negotiate space effectively. (Au2)</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>To be able to balance and coordinate safely. (Sp1)</p> <p>To negotiate space effectively. (Sp1)</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p> <p>To negotiate space effectively. (Sp2)</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p> <p>To show good control and co-ordination in large and small movements. (Su1)</p>	<p>To show good control and co-ordination in large and small movements. (Su2)</p>	
Reception Knowledge	<p>To know which hand to write with. (Au1)</p> <p>To know how to use scissors effectively. (Au1)</p>	<p>To know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To know how to use scissors effectively. (Au2)</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1)</p> <p>To know how to use scissors effectively. (Sp1)</p>	<p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p>	<p>To know how to form letters correctly. (Su1)</p> <p>To know how to use scissors effectively. (Su1)</p>	<p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively. (Su2)</p>	

Literacy – Specific Area.							
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).							
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Early Learning Goals
Reception Topics							
	Marvellous Me	Celebrations Festivals.	Dinosaurs	Space	Nature Detectives	Traditional Tales	
Reception Core Text							
	Owl Babies.	So Much!	Tyrannosaurus Drip.	Whatever Next!	The Very Hungry Caterpillar	Jack and the Beanstalk	
Reception Skills	<p>Listening to and identifying sounds in the environments. (Au1)</p> <p>Listening to and hearing initial sounds in familiar words. (Au1)</p> <p>To identify sounds on a sound mat. (Au1)</p> <p>Listens to familiar stories and able to recall some facts. (Au1)</p>	<p>Listening to and hearing sounds in CVC words. (Au2)</p> <p>To identify sounds on a sound mat and to use this when writing. (Au2)</p> <p>Listens to familiar stories and able to recall facts. (Au2)</p>	<p>To think of and write a short, simple sentence. (Sp1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</p> <p>Identifying sounds on a sound mat. (Sp1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp1)</p>	<p>To think of and write a short, simple sentence. (Sp2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p>	<p>To think of and write a short, simple sentence. (Su1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su1)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1)</p> <p>Checking written work and making any changes where necessary. (Su1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Su1)</p>	<p>To think of and write a short, simple sentence. (Su2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su2)</p> <p>Checking written work and making any changes where necessary. (Su2)</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and</p>
Reception Knowledge	Knowing that words can be written. (Au1)	Knowing that words can be written. (Au2)	Knowing that words can be written. (Sp1)	Knowing the sounds that the taught phonemes make. (Sp2)	Knowing the sounds that the taught phonemes make. (Su1)	Knowing the sounds that the taught phonemes make. (Su2)	

	<p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p>	<p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p>	<p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. (Sp2)</p> <p>Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p>	<p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be extended by using a connective. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> <p>Knows how to spell some familiar words. (Su1)</p>	<p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be extended by using a connective. (Su2)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)</p>	<p>representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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Books that children are expected to know fluently by the end of Reception

- Owl Babies
- So Much
- Maisies Birthday
- We're Going On A Bear Hunt
- The Gruffalo
- Brown Bear, Brown Bear, What Do You See?
- Polar Bear, Polar Bear, What Can You Hear?
- Each Peach Pear Plum
- Selection of Traditional Tales

Maths – Specific Area

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 can be 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Areas of Learning Covered							
	1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.		Weight and Capacity. Length. Money. Sharing Equally. Number bonds to 5. Counting and Sequencing to 20. Addition and subtraction. Positional and Directional Language.		Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20. 2D/3D Shapes. Counting in 2's, 5's and 10's. Odd and Even numbers. Doubling and Halving.		
Reception Skills	To count up to 10 objects with 1:1 correspondence. (Au1) To match quantities to numeral. (Au1) To begin to recognise numbers automatically on a dice/card to 5. (Au1) To identify 2D shapes and talk about their properties. (Au1) To begin to be able to recognise and talk about simple patterns. (Au1)	To find the total of 2 groups of objects. (Au2) To order numbers to 10. (Au2) To identify 2D shapes and talk about their properties. (Au2) To begin to recognise numbers automatically on a dice/card to 5. (Au2) To be able to count to 10 independently. (Au2) To be able to recognise and talk about simple patterns. (Au2)	To use non-standard units to measure length, weight and capacity. (Sp1) To use money during role play activities to buy items. (Sp1) To begin to explore number bonds to 5. (Sp1) To be able to count to 20 independently. (Sp1) To know how to use positional language in the appropriate context. (Sp1)	To use objects to solve addition and subtraction problems. (Sp2) To share objects between a group of people equally. (Sp2) To explore number bonds to 5. (Sp2) To know that sharing equally means everyone has the same amount. (Sp2)	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su1) To know that to double a number is to add the same amount. (Su1) To know that to halve a number you have to split it up into two equal parts. (Su1) To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su1) To read the time to O'clock on a digital and analogue clock. (Su1)	To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su2) To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su2) To make observations of and compare length, weight and capacity. (Su2) To know how to recognise patterns in numbers. (Su2)	<p style="margin: 0;">Number Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p style="margin: 0;">Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p style="margin: 0;">Numerical Patterns. Verbally count beyond 20, recognising the pattern of the counting system.</p> <p style="margin: 0;">*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p style="margin: 0;">*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Reception Knowledge

<p>To say the number names to 10 in order. (Au1)</p> <p>To recognise number to 10. (Au1)</p> <p>To write numbers to 10, forming them correctly. (Au1)</p>	<p>To know that addition involves combining two or more groups of objects. (Au2)</p> <p>To begin to read addition number sentences. (Au2)</p> <p>To say number names to 10 in order. (Au2)</p> <p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners. (Au2)</p> <p>To say the days of the week in order. To begin to say the months of the year in order. (Au2)</p> <p>To know that patterns are repeated designs. (Au2)</p>	<p>To know that length, capacity and weight can all be measured. (Sp1)</p> <p>To know that money can be used to buy items. (Sp1)</p> <p>To understand and use a range of prepositions in everyday contexts. (Sp1)</p>	<p>To know that addition involves combining two or more groups of objects. (Sp2)</p> <p>To read addition number sentences. (Sp2)</p> <p>To know that subtraction involves removing an object from a group. (Sp2)</p> <p>To be able to count, order and recognise numbers to 20. (Sp2)</p> <p>To use a number line to help solve simple addition and subtraction number problems. (Sp2)</p> <p>To be able to share a group of objects equally. (Sp2)</p>	<p>To know that the word 'more' indicates that the group is getting larger. (Su1)</p> <p>To know that the word 'less' indicates that a group is getting smaller. (Su1)</p> <p>To be able to count, order and recognise numbers to 20. (Su1)</p> <p>To count forwards and backwards to 20. (Su1)</p> <p>To know that length, weight and capacity can be measured using standard units. (Su1)</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1)</p> <p>To know that sharing equally means everyone has the same amount of an object. (Su1)</p> <p>To know that the long hand represents the minutes and the short hand represents hours. (Su1)</p>	<p>To know the names of some 3D shapes. (Su2)</p> <p>To know the names of basic 2D shapes. (Su2)</p> <p>To know the names of basic 3D shapes. (Su2)</p> <p>To know that 2D shapes can have corners and side. (Su2)</p> <p>To know that 3D shapes can have faces, vertices and edges. (Su2)</p> <p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that addition involves combining groups of objects. (Su2)</p> <p>To read number addition sentences. (Su2)</p> <p>To be able to count, order and recognise numbers to 20. (Su2)</p> <p>To remember how to skip count in 2's/5's and 10's. (Su2)</p> <p>To know the difference between odd and even. (Su2)</p>
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Understanding of the World – Specific Area

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	<p>To talk about how they have changed since they were a baby. (Au1) (History Link)</p> <p>To talk about the changes they observe in their environment – Seasons link. (Au1) (Science/ Geography Link)</p> <p>To be able to recount changes within living memory. (Au1) (History Link)</p> <p>Identify some similarities and differences between now and the past. (Au1) (History Link)</p> <p>I can discuss daily weather/ seasons. (Au1) (Science/ Geography Link)</p>	<p>To talk about how Hindus celebrate Diwali. (Au2) (RE Link)</p> <p>To be able to differentiate between nocturnal and diurnal animals. (Au2) (Science Link)</p> <p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Au2)</p> <p>Answer basic questions about the past. (Au2) (History Link)</p> <p>To use directional language to describe a sequence (beebots) (Aut 2) (Computing Link)</p> <p>Talk, draw or write about aspects of the past. (Au2) (History Link)</p> <p>I can talk about some features of the areas where I live. (Au2) (Geography Link)</p>	<p>To identify and sort healthy/unhealthy foods. (Sp1/2) (Science Link)</p> <p>To identify and group a range of fruits and vegetables. (Sp1/2) (Science Link)</p> <p>To talk about a special event in their life. (Sp1/2) (History Link)</p> <p>Sort information using Venn Diagrams. (Sp1/2)</p> <p>Know that their own experiences differ to those of others. (Sp1/2) (History Link)</p> <p>Identify some similarities and differences between ways of life in different periods. (Sp1/2) (History Link)</p> <p>I can talk about features of my own immediate environment and how environments may vary from one another (Sp2) (Science/ Geography Link)</p> <p>I can make observations and express their views of the environment. (Sp2) (Science/ Geography Link)</p>	<p>Making treasure maps to direct friends to a ‘goal’. Exploring maps of the world. (Su1/2) (Geography Link)</p> <p>Talking about the life cycle of plants and animals and what they need to survive. (Su1/2) (Science Link)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Su1/2) (Science Link)</p> <p>Understand key features of events. (Su1/2) (History Link)</p> <p>I can explain why geographic changes occur. (Su2) (Geography Link)</p> <p>I can ask questions about their familiar world (where they live or the natural world). (Su2) (Geography Link)</p>	<p>Past and Present.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>		

Reception Knowledge	To know the names of different body parts. (Au1) (Science Link)	To know that people around the world have different religions. (Au2) (RE/Geography Link)	To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Sp1/2) (Science Link)	To select appropriate materials according to their properties. (Su1/2) (Science Link)	<p style="text-align: center;"><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
	To know that there are many countries around the world. (Au1) (Geography Link)	To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2) (RE Link)	To know the names of common fruits and vegetables. (Sp1/2) (Science Link)	To name and identify a range of different materials and to know how they are used in familiar environments. (Su1/2) (Science Link)	
	To know that people in other countries may speak different languages. (Au1) (Geography Link)	To know that some animals are nocturnal. (Au2) (Science Link)	To know that human and other animals can grow. (Sp1/2) (Science Link)	To explain why geographic changes occur. (Su1/2) (Geography Link)	
	To know that they have a family unit that can/will change over time. (Au1) (History Link)	To know that adults do a variety of jobs. (Au2) (Geography Link)	To know that Christians celebrate Easter. (Sp1/2) (RE Link)	To begin to understand that things change over time. (Su1/2) (Science/ Geography Link)	
	To name members of their family. (Au1) (History Link)	To know that the emergency services exist and what they do. (Au2) (Geography Link)	To identify members of the community who help us. (Sp1/2) (Geography Link)	To begin to understand that things happened a really long time ago. (Su1/2) (History Link)	
		To identify who they are, that they are an individual. (Au2) (History Link)	To be able to say how members of the community help them. (Sp1/2) (Geography Link)	To know that dinosaurs no longer exist. (Su1/2) (History/ Science Link)	
		To try and understand that things change over time. (Au2) (Science/ Geography Link)	To identify and talk about a time when someone has helped them. (Sp1/2) (History Link)	To know what they ate and where they lived. (Su1/2) (History Link)	
		To begin to programme a beebot to follow a simple sequence (Aut 2) (Computing link)	To be able to say what the reasons and results are of people helping us. (Sp1/2) (Geography Link)	To know how to use a keyboard and a mouse effectively. (Su1/2) (Computing Link)	
			To use a mouse/pad to complete a simple ICT programme. (Sp1/2) (Computing Link)		
			To know that there are many countries around the world. (Sp1/2) (Geography Link)		

		Reception Science TAPS links.		
		https://pstt.org.uk/resources/curriculum-materials/assessment		
		Autumn 1: Senses Walk Autumn 2: Toy Forces	Spring 1: Frozen Balloons Spring 2: Taste Test	Summer 1: Incy Shelter Summer 2: Mixing Materials
Religious Education - Reception	<p>Humanism and Christianity (A/F) What can we learn from faith and other stories?</p>	<p>A/E Christianity; What is interesting about the Christmas story?</p>	<p>B/E Islam; How do Islam and other faiths use water and why? Link to ritual wudu and themes of cleanliness, the need to be prepared, the importance of water in desert climate where Islam originated.</p> <p>B/F Jainism and Judaism; How do we choose what food to eat? Passover / symbolic foods (Kosher concept is more accessibly taught within KS2) Jain specific dietary requirements vegetables from the ground/other.</p>	<p>C/F Baha'i and Sikhism; How can we help other people? Service to others, to the community, charity, kindness to others, langar, sewa.</p> <p>C/D Christianity; What kind of person was Jesus?</p>
Skills	<p>Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>			
Knowledge	<p>Children will explore the concept of similarities and differences in their immediate world. This includes talking about their friends and the adults around them to explore how and why they may be similar or different. They will explore why people are different, for example, does the person next to them go to the same place of worship, if not, then why not. Children will learn about why special foods are eaten and their significance.</p>			

Expressive Arts and Design – Specific Area.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	<p>To remember the words to a range of songs. (Au1) – ongoing skills (Music Link)</p> <p>To give meaning to the marks that they made. (Au1) (Art Link)</p> <p>To explore the different sounds of a range of instruments. (Au1) (Music Link)</p>	<p>To design a Rangoli pattern. (Au2) (DT/Art Link)</p> <p>To use role play to show how ‘People who Help Us’. (Au2) (Art Link)</p> <p>Uses simple tools and techniques competently and appropriately. (Au2) (DT/Art Link)</p> <p>To explore and recreate Aboriginal Art. (Sp1) (Art/Geography/History Link)</p>	<p>To draw a range of plants and fruits. (Sp1) (Art Link)</p> <p>To use resources to create own props. (Sp1) (DT/Art Link)</p> <p>Constructs with a purpose in mind, using a variety of resources. (Sp1) (DT Link)</p> <p>To effectively use instruments to tap a simple beat. (Sp1) (Music Link)</p>	<p>To use a range of resources to create own props to aid role-play. (Sp2) (DT/Art Link)</p> <p>To plan, carry out and evaluate and change where necessary. (Sp2) (DT Link)</p> <p>Manipulates materials to achieve a planned effect. (Sp2) (DT/Art Link)</p> <p>To effectively use instruments to tap a simple beat. (Sp2) (Music Link)</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1) (Art Link)</p> <p>Selects appropriate resources and adapts work where necessary. (Su1) (DT/Art Link)</p> <p>To move along to the beat of a familiar song. (Su1) (Music Link)</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2) (Art Link)</p> <p>To move along to the beat of a familiar song. (Su2) (Music Link)</p>	<p style="text-align: center;"><u>Creating with Materials.</u></p> <p><small>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</small></p> <p><small>*Share their creations, explaining the process they have used.</small></p> <p><small>*Make use of props and materials when role playing characters in narratives and stories.</small></p>
Reception Knowledge	<p>To learn the names of different tools and techniques that can be used to create Art. (Au1)</p> <p>To experiment with creating different things and to be able to talk about their uses. (Au1) (DT Link) (DT/Art Link)</p> <p>To show awareness of how to use musical instruments appropriately.</p>	<p>To learn a range of songs from around the world. (Au1) (Music/ Geography Link)</p> <p>To know that people from different countries may have different traditions. (Au1) (Geography Link)</p> <p>To know that certain art types belong to different cultures. E.g. Africa.</p>	<p>To understand that pictures can be created by making observations or by using imagination. (Sp1) (Art Link)</p> <p>To use paints, pastels and other resources to create observational drawings. (Sp1) (Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)</p>	<p>To use a range of props to support and enhance role play. (Sp2) (DT/Art Link)</p> <p>To identify and select resources and tools to achieve a particular outcome. (Sp2) (DT Link)</p>	<p>To know the different uses and purposes of a range of media and materials. (Su1) (DT/Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Su1) (DT Link)</p> <p>To learn a range of songs from around the world. (Su1)</p>	<p>To describe ways of safely using and exploring a variety of materials. (Su2) (DT/Art Link)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2) (DT/Art Link)</p> <p>To know that people from different countries may have different traditions. (Au1) (Geography Link)</p>	<p style="text-align: center;"><u>Being Imaginative and Expressive</u></p> <p><small>*Invent, adapt and recount narratives and stories with peers and their teacher.</small></p> <p><small>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</small></p>

	(Au1) (Music Link)	To be able to play instruments along to a simple beat. (Sp2) (Music Link)	(DT Link)		(Music/ Geography Link)		
Art Theme	Magical Me	Celebrations	Dinosaurs	Space	Nature Detectives	Traditional Tales	
Suggested Activities	Self-portraits.	Rangoli patterns and pictures linked to festivals.	Dinosaur fossils using clay/salt dough	Papier mache planets and Aboriginal art.	Observational drawings.	Collage including digital media.	
Reception Music Songs	Here are a list of songs that the children in Reception should know fluently by the end of the year. The songs link to topics taught. <ul style="list-style-type: none"> - Incy Wincy Spider - Little Bo Peep - Hey Diddle Diddle - Hickory Dickory Dock - 5 Current Buns - Miss Polly Had a Dolly - Humpty Dumpty - Mr Clickety Cane - Peter Rabbit Had A Fly Upon His Nose - There's a Worm at the Bottom of the Garden. 						
Reception Music Skills	Explore singing at different speeds and pitch to create moods and feelings. (Au1) Explore the different sounds instruments can make. (Au1)	Discover how to use the voice to create loud/soft sounds. (Au2) Choose an instrument to create a specific sound. (Au2)	Sing echo songs and perform movements to a steady beat. (Sp1) Play instruments to a steady beat and understand how to hold and play an instrument with care. (Sp1) Listen to music and respond by using hand and whole-body movements. (Sp1) Listen to different sounds (animal/water etc) and respond with voice and movement. (Sp1)	To know how to use our body to show high and low sounds (Sp2) To explore how to use voice to create high and low sounds (Sp2)	Express feelings in music by responding to different moods in a musical score. (Su1) Choose different instruments including the voice to create sound effects in play. (Su1) Experiment performing songs and music together with body movements to a steady beat. (Su1)	To clap rhythmic patterns (Su2) To understand that pictures represent different clapping patterns (Su2)	
Reception Music Knowledge	To know many songs and be able to sing them off by heart using actions. To understand sounds can be changed and to experiment changing them.						