

Reception Curriculum Map 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests</i>	Me and My Community!	Once upon a time!	Meet the Seasons	Come Outside!	Marvelous machines!	Beautiful Beaches
	Starting school My new class People who help us My family Relationships Feelings What am I good at? Harvest	Bonfire night Celebrations The Nativity Christmas Lists Letters to Father Christmas Fairy Tales Traditional Tales Nursery Rhymes	Seasons Changes Spring Weather changes Contrast England and countries the class are from Different environments eg. Forest, beach, city Non-fiction Changes of animals in the seasons	What lives in our pond? Lifecycles Farm animals/trip Caterpillars to butterflies Looking after our local and global environment Looking after animals Animals around the world	Fun Science Materials Technology in our everyday lives Machines that help us Junk Modelling STEM Materials	Where in the world shall we go? Send me a postcard Under the sea animals Looking after our beaches Where do we live in the UK /world? Life by the seaside
Stunning Starters	Here's my Chatterbox	Book Hook	Book Hook	Visit from a tractor/Gardener/Florist Caterpillars in Classroom	Science Week	Pirate Day
Fantastic Finish	Visit from the emergency services Trip to Bishop Palace Garden	School Christmas Show Theatre Trip	Goodwood Farm Trip	Bishop Palace Gardens	Mini Professors/ Science workshop?	Sports Day End of Year party
'Wow' moments/ Enrichment	Nurse/police officer/vet/visit Forest school Harvest Celebrations	Guy Fawkes/Bonfire Night Remembrance Day Christmas Time Nativity Forest school TRIP- Post-box trip	Valentine's day Chinese New Year National Storytelling week Forest school TRIP- Library Trip/ Farm	Mother's Day Easter celebrations Caterpillars turning into butterflies. Tadpoles into frogs Shopping for ingredients Forest school Karate	Forest school Karate Build our own machines Visit from different vehicles Traffic Survey	Father's Day Map work- Find the treasure Meeting new teachers Exploring our new classroom Forest school
Key Vocabulary	Community, different, job, keyworker, local, same, similar, special, unique Café, cereal, food, fruit, healthy, hygiene, milk, snack, vegetable, water Change, family, married, playgroup, school, work Clean, dirty, dress, fasten, germ, handwash, hygiene	Health, sleep Brushing, clean, dentist, teeth, toothbrush, toothpaste, unhealthy Listen, speak, talk Brave, cross, emotion, feeling, scared, unhappy Christmas, presents, celebrate, party	Action, behaviour, choice, feeling, happy, help, sad, upset Cooperate, listen, patient, play, quiet, rule, wait Story, once upon a time, character, setting, beginning, middle, end	Cooperate, instruction, risk, safety, share, understand Command, communicate, microphone Care, conservation, extinct, protect, endangered, environment, litter, preserve, restore Assist, assistance dog, care, feeling, help, job, like, pet,	Brave, challenge, resilient, risk wood, paper plastic, metal glass, water rock, brick stone, fabric material, foil elastic, dough rubber, card hard/soft shiny/dull stretchy/stiff rough/smooth bendy/not bendy waterproof/not waterproof squash, twist, bend stretch	Enjoyable, excitement, feeling, friend, improve, interest, positive, skill, special, strength, unique, ability, achievement, concern, difficulty Growing up, transition, change, independent Communicate, cooperate, encourage, help, listen, share, talk, team, together

	Adult, baby, child, crawl, jump, play, run, talk, teenager, toddler, walk Angry, behaviour, brave, emotion, feeling, happy, helpful, pose, sad Care, friend, friendly, helpful, instruction, introduce, kind, listen, play, rule, share, wait, tidy	Nativity, Jesus, birthday, wisemen, angel, manger, stable	Dislike, enjoy, favourite, like, special, grateful Act, cooperate, kind, polite, role play, share, take turns, talk Melting, freezing, ice, weather, winter	trainer, vet, veterinary nurse, worry		Clothing, fan, hot, hydrate, protect, safety, shade, sunburn, sun cream, sunglasses, sun hat, sunshine, water
Books Literacy	Our Class is a Family Pete the Cat Rocking in my School Shoes The Dot Rubys Worry Superduper You Superhero like you In every house on every street Funnybones The Best Diwali Ever	The Little Red Hen Goldilocks and the Three Bears Billy Goats Gruff The Gingerbread Man Dear Mother Goose Jack and the Beanstalk Jolly Postman	If Winter Comes tell it I'm not here The Weather Girls A walk in the woods Seasons Shark in the park on a windy day Meet the weather My friend earth A year on Adams Farm	The Enormous turnip Luna loves Gardening Thats my Flower The Tiny Seed I will never ever eat a tomato Extraordinary Gardener	The Three Little Pigs The Great Paper Caper Boxietects Rosie Revere Engineer Jabari Tries Izzy Gizmo Wheels	The Night Pirates Oi Frog Commotion in the Ocean Tiny Crab Lighthouse Keepers Lunch Clean up Meet the Ocean Mary Anning Snail and the Whale
Literacy	<p>This year, we are promoting a love of reading throughout the school year by exploring a wide range of stories through Drawing Club and daily story reading. Staff are encouraged to share their enthusiasm for books with children throughout the school day, helping to foster a positive reading culture. Children have the opportunity to visit the school library once a week to choose a book to take home and share with their parents. This initiative supports the development of a book-rich environment both at school and at home.</p> <p>With a high number of EAL learners in this year's cohort, we are focused on creating a language-rich environment where children can develop their understanding of words and their meanings through play and alongside Drawing Club activities.</p> <p>Phonics is at the forefront of our learning. We use every moment to practise blending and segmenting, both during phonics lessons and throughout the day. Our phonics teaching is tailored to meet the individual needs of each child. We ensure regular assessment and provide additional support through targeted interventions where needed.</p> <p>We make time to sing together daily—during circle time at the end of the day and within our maths lessons—using songs to reinforce learning and language development.</p> <p>To further support communication and literacy, we are beginning to explore the use of language aid boards and Makaton, helping children to express themselves and understand language more effectively.</p>					
Comprehension Develop a Passion for Reading	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)

<p>Word Reading</p>	<p>I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme</p>	<p>I can Link most sounds to letters I am beginning to blend and segment in order to read vc and cvc words I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print I can read some Phase 2 words including some tricky words</p>	<p>I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p>I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words</p>	<p>I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency</p>	<p>End of term assessments Transition work with Year 1 Continue to work towards ELG I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency</p>
<p>Little Wandle Phonics</p>	<p>Developing listening and oracy S, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Tricky Words- is, l, The</p>	<p>Ff, ll, ss, j, v, w, x, y, z, zz, qu, words with s /s/ added at the end, ch, sh, th, ng, nk, words ending with s /z/ (his) and s /z/ added at the end (bags) Tricky words- put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p>ai ee igh oa, oo oo ar or, ur ow oi ear, air er words with double letters: dd mm tt bb rr gg pp ff, 5 longer words Tricky Words- was you they, my by all, are sure pure</p>	<p>Review Phase 3, words with two or more digraphs, longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p>	<p>short vowels CVCC, CCVC, short vowels CCVCC CCCVC CCCVCC longer words, longer words compound words, root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words- said so have like, some come love do, were here little says, there when what one, out today</p>	<p>long vowel sounds CVCC CCVC, long vowel sounds CCVC CCCVC CCV CCVCC, Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words, root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, Phase 4 words ending in: -s /s/, -s /z/, -es longer words</p>
<p>Writing</p>	<p>I can write some letters from my name I can say the initial sounds in most words I can write some initial sounds I can write my own name</p>	<p>I can write some lower case letters correctly I can identify known letters to match initial sounds I can write CVC words and labels e.g. c-a-t I can write simple labels</p>	<p>I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc) I can start to write simple captions I can say a simple sentence for writing (oral and count words)</p>	<p>I can write most lower case letters correctly I can write some upper case letters correctly I can use a tripod grip I can write CVC words and labels I can spell some tricky words I can write captions</p>	<p>I can write short sentences I can start to use finger spaces between my words I can read sentences back I can hold my pencil in a good tripod grip I can write tricky words My teacher can read my sentences</p>	<p>Write letters which are mostly well formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by themselves and others</p>
<p>Writing Links to KS1 readiness</p>	<p>Learning to write *Hold pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. *To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. Writing to learn *Write independently to communicate their thoughts and ideas about their loved experiences. *Write words and sentences to help them to remember what they have done. Writing for enjoyment *Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</p>					

<p>Personal, Social and Emotional development</p>	<p>At our school, we recognise that a significant number of children come from disadvantaged backgrounds. In response, we prioritise emotional wellbeing and personal development through consistent, supportive practices embedded in daily routines.</p> <p>We begin each day with a check-in to ensure every child feels seen, heard, and supported. This helps us identify individual needs early and provide timely emotional support. Through regular circle times, carefully chosen storybooks, and targeted interventions, we aim to equip children with the tools they need to thrive socially and emotionally.</p> <p>Our approach focuses on helping children learn to self-regulate, build positive relationships, and develop independence. We create safe, nurturing spaces where children can express themselves, explore their feelings, and grow in confidence.</p> <p>By embedding these practices into everyday school life, we ensure that every child is given the opportunity to succeed—not just academically, but emotionally and socially.</p>				
<p>I can share my hobbies and interests that make me unique.</p> <p>I identify my feelings using texts to support.</p> <p>I will know that regular exercise is important.</p> <p>I can identify describe my feelings and the zones associated for each.</p> <p>I will know what happy feels like to me.</p> <p>Children will know why healthy eating is important.</p> <p>Eating healthily A rainbow of food</p> <p>Class rules</p>	<p>Self-Regulation Children will know how to be helpful by taking on jobs such as serving snack and washing up. Sharing Children will know what sad feels like and how to work through feelings of sadness. Facial expressions Children will know how to make the right choice and the consequences of not doing so. Special people</p> <p>Managing Self Children will know the rules Ready, Safe, Respectful. Why do we have rules? Children will know how regular teeth brushing is important for their health. Looking After Ourselves</p> <p>Building Relationships Children will know to listen with respect. Pass the whisper Children will know how to treat others in our class using the statement ‘Kind hands and kind words’. Celebrating friendships</p>	<p>Self-Regulation Children will know how to make the right choice and the consequences of not doing so. Team den building</p> <p>Managing Self Children will know how regular teeth brushing is important for their health. Looking After Ourselves</p> <p>Building Relationships Children will know how to treat others in our class using the statement ‘Kind hands and kind words’. Celebrating friendships</p>	<p>Self-Regulation Children will know the effects of their behaviour on others. Celebrating friendships</p> <p>Managing Self Children will know what a sensible amount of screen time is and why this is important for their health. Looking After Ourselves</p> <p>Building Relationships Children will be able to describe what makes a good friend; such as listening and sharing. Sharing</p>	<p>Self-Regulation Children will know to use calming techniques when they are feeling upset/angry. Coping Strategies</p> <p>Managing Self Children will know about the importance of a good sleep routine for their health. Looking After Ourselves</p> <p>Building Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends. My Interests Similarities and Differences</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> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</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>

						Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Links to KS1 readiness	<p>Relationships *Knows right from wrong and can explain why it is important to have boundaries and routines *Working and play co-operatively and taking turns with others *Recognise and show sensitivity to their own and others needs *Recognise similarities and differences between themselves and others</p> <p>Health and well being *Managing their own personal hygiene and basic needs * Shows an understanding of their own feelings; and those of others * Begin to regulate their behaviour *Shows an understanding of how to stay safe in a range of common situations</p> <p>Living in the wider world *Shows care and concern for living things *Name and describe people who might help us in the local community (police, fire service, doctors and teachers)</p>					
Communication and Language	<p>We are committed to promoting an environment that prioritises oracy and language development, ensuring every child experiences meaningful interactions. Our approach is guided by the SHREC framework, which supports high-quality adult-child communication through sustained shared thinking, responsiveness, and emotional connection.</p> <p>We create a language-rich environment that enables children to develop their vocabulary and communication skills through play, exploration, and adult-led activities. For children who require additional support, we provide targeted interventions to ensure they receive the guidance needed to thrive.</p> <p>Our cohort is made up of children from a diverse range of backgrounds, and we recognise the importance of providing a classroom that offers every opportunity for talk and conversation. Through carefully planned interactions and open-ended learning experiences, we help children build confidence in expressing themselves and understanding others.</p>					
	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" A Book A day.	Talk Boost interventions Discovering Passions Tell me a story - retelling stories: Helicopter Stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. A Book A day.	Ask's how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. A Book A day.	Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: Helicopter Stories. I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more. A Book A day.	I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction I can describe events in some detail: farm trip, butterfly lifecycle. A Book A day.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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

	<p>I enjoy joining in at group times and story times</p> <p>I can talk to others and take it in turns to speak</p>	<p>I engage in story times</p> <p>I like to join in with familiar songs and rhymes</p> <p>I can listen to and talk about stories, rhymes and non-fiction</p>	<p>I can explain events that have already happened in detail</p> <p>I can engage in stories, rhymes and non-fiction share my ideas about them</p>	<p>I can use vocabulary from stories, non-fiction, rhyme and poems</p>	<p>I can express ideas and feelings</p> <p>I can use full sentences using past, present and future tenses</p> <p>I can use conjunctions (with support and modelling) to connect my ideas</p>	<p>modelling and support from their teacher.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>
<p>Links to KS1 readiness</p>	<p>Listening skills To listen to others in a range of situations and usually respond appropriately.</p> <p>Following instruction To understand instructions with more than one point in many situations.</p> <p>Asking and answering questions To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers)</p> <p>Drama, performance and confidence To speak clearly in a way that is easy to understand. To speak in front of a larger audience, e.g. in a class assembly, during, a show 'n' tell session. To know when it is their turn to speak in small group representation or play performance. To take part in a simple role play of a known story</p> <p>Vocabulary building and standard English To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.</p> <p>Speaking for a range of purposes To organise their thoughts before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recount aloud.</p> <p>Participation in a range of discussion To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>					
<p>Physical Development</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					

<p>Fine Motor</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on.</p> <p>Using cutlery.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle /</p> <p>Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Handwriting- LetterJoin/ Little Wandle</p>	<p>Building strength- Finger rhymes</p> <p>Floor push ups</p> <p>Clapping</p>	<p>Building strength- Writing positions</p> <p>Animal positions</p> <p>Hand strength games</p>	<p>Strength and Writing positions- Animal positions</p> <p>Finger rhymes</p> <p>Review pencil hold progress</p> <p>Doodle trails and patterns</p>	<p>Strength and dexterity- Writing positions</p> <p>Animal positions</p> <p>Hand strength games</p> <p>Review pencil hold progress</p>	<p>Strength and Writing positions- Animal positions</p> <p>Cube twiddling</p> <p>Review pencil hold progress</p>	<p>Strength and dexterity- Writing positions</p> <p>Animal positions</p> <p>Hand strength games</p> <p>Review pencil hold progress</p> <p>Doodle trails and patterns</p>
<p>Gross Motor</p>	<p>Introduction to PE: Unit 1</p> <p>Dance Unit 1</p> <p>Forest School</p>	<p>Fundamentals: Unit 2</p> <p>Yoga Unit 1</p> <p>Forest School</p>	<p>Gymnastics: Unit 1</p> <p>Ball Skills Unit 1</p> <p>Forest School</p>	<p>Gymnastics: Unit 2</p> <p>Forest School</p> <p>Karate</p>	<p>Ball Skills Unit 1</p> <p>Forest School</p> <p>Karate</p>	<p>Games Unit 1</p> <p>Games Unit 2</p> <p>Forest School</p>
<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Crates play- climbing. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace.</p>						

<p>Links to KS1 readiness</p>	<p>Fundamentals</p> <ul style="list-style-type: none"> *To develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. *To use their core muscle strength to achieve a good posture. *To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a small group. <p>Ball skills</p> <ul style="list-style-type: none"> *To combine different movements with ease and fluency. *To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. *To develop confidence, competence, precision and accuracy when engaging in activities that involves a ball. <p>Games</p> <ul style="list-style-type: none"> *To negotiate space and obstacles safely, with consideration for themselves and others. *To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p>Gymnastic</p> <ul style="list-style-type: none"> *To revise and refine a range of fundamental movement skills e.g., rolling, crawling, walking, jumping, running, hopping, skipping and climbing. *To combine different movements with ease and fluency <p>Dance</p> <ul style="list-style-type: none"> *To use a more fluent style of moving, developing control and grace *To combine different movements with ease and fluency
<p>Maths</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>

	<p>Exploring general maths concepts through continuous provision</p> <p>Baseline Assessments <i>Subitising- within 3</i> Match</p> <p>Counting, cardinality and ordinality- Focus on counting skills Sort</p> <p>Composition- Explore how all numbers are made of 1s Focus on composition of 3 and 4 Compare</p> <p>Subitising-Subitise objects and sound Measure and size</p> <p><i>Comparison</i>-Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than Compare Size</p>	<p>Counting, ordinality and cardinality-Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Compare Mass Comparison-Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Compare capacity</p> <p>Composition-Explore the concept of 'whole' and 'part' Explore Patterns, copy and continue patterns</p> <p>Composition-Focus on the composition of 3, 4 and 5 Create simple patterns</p> <p>Counting, ordinality and cardinality-Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 Identify circles and triangles</p> <p>Consolidation Compare circles and triangles</p>	<p>Subitising- altogether- Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Shapes in the environment</p> <p>Counting, ordinality and cardinality- altogether, one more -Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Identify and name shapes with 4 sides</p> <p>Composition- whole, parts made of -Focus on 5 Combine shapes with 4 sides, shapes in the environment</p> <p>Composition- whole, parts made of, and a bit-Focus on 6 and 7 as '5 and a bit' Mass, balance and capacity</p> <p>Comparison-Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal Length</p> <p>Consolidation Height</p>	<p>Counting, ordinality and cardinality -Focus on the 'staircase' pattern and ordering numbers Height</p> <p>Comparison -Focus on ordering of numbers to 8 Use language of less than Time</p> <p>Composition-Focus on 7 Time</p> <p>Composition -Doubles – explore how some numbers can be made with 2 equal parts 3D shapes</p> <p>Composition -Sorting numbers according to attributes - odd and even numbers 3D shapes</p>	<p>Counting, ordinality and cardinality Counting – larger sets and things that cannot be seen Select, rotate and manipulate shapes</p> <p>Subitising – to 6, including in structured arrangements Explain shapes arrangements Composition – '5 and a bit' Compose and decompose shapes</p> <p>Composition - of 10 Copy 2D shapes</p> <p>Comparison – linked to ordinality Play track games Find 2D shapes within 3D shapes</p> <p>.</p>	<p>Subitise to 5 Introduce the rekenrek Identify repeating patterns</p> <p>Review and assess- Automatic recall of bonds to 5 Create pattern rules</p> <p>Review and assess- Composition of numbers to 10 Replicate and visualise from different positions</p> <p>Review and assess - Comparison Describe positions and give instructions to build</p> <p>Review and assess - Number patterns Represent maps</p> <p>Review and assess - Counting Create Maps</p>
<p>Ongoing throughout Year</p>	<p><i>Link the number symbol with its cardinal number value.</i></p> <p><i>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</i></p> <p><i>Count beyond ten. Compare numbers</i></p> <p><i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i></p> <p><i>Understand the 'one more/one less than' relationship between consecutive numbers.</i></p> <p><i>Continue, copy, and create repeating patterns.</i></p> <p><i>Compare length, weight, and capacity.</i></p>					
<p>Links</p>	<p>Number *To count confidently</p>					

<p>To KS1 readiness</p>	<ul style="list-style-type: none"> *To show a deep understanding of numbers up to 10 and beyond *To match numerals with a group of objects to show how many there are (up to 10) *To be able to identify relationships and patterns between numbers up to 10 *To be able to subitise *To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways *To add and subtract one in practical ways. <p>Measurement</p> <ul style="list-style-type: none"> *To measure themselves and everyday objects using a mixture of non-standard and standard measurements *To develop spatial reasoning using measures *To begin to order and sequence events using everyday language related to time <p>To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendar</p> <ul style="list-style-type: none"> *To explore the use of different measuring tools in everyday experiences and play <p>Geometry</p> <ul style="list-style-type: none"> *To use informal language (e.g., heart-shaped, hand shapes) and some mathematical language to describe shapes around them. *To use spatial language, including following and giving directions, using relative terms *To develop spatial reasoning with shapes and space *To compose and decompose shapes, and understanding which shapes can combine together to make another shape
<p>Understanding the World</p>	<p>Our cohort is made up of children from a variety of backgrounds, and we use this diversity as a strength to help children learn from one another and develop a deeper understanding of the world around them. We aim to create an inclusive environment where every child feels valued and has opportunities to share their experiences.</p> <p>We provide rich and varied opportunities for children to explore the world beyond their immediate environment. Through carefully planned experiences, we introduce children to concepts, places, and ideas they may not have encountered before. These experiences are supported by the teaching of appropriate vocabulary to ensure all children can access and understand new learning.</p> <p>Our approach is rooted in curiosity, exploration, and meaningful conversation. We encourage children to ask questions, make connections, and reflect on their experiences, helping them to build a strong foundation for understanding their community and the wider world.</p>

	<p>I will know how I have changed from a baby to being 4/5 years old.</p> <p>I can identify their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I can talk about what they do with their family and places they have been with their family.</p> <p>I can draw similarities and make comparisons between other families.</p> <p>I can show an interest in different occupations and ways of life</p> <p>I will know the names of my body parts.</p> <p>I can name my 5 senses.</p> <p>I can talk about what Autumn is.</p>	<p>Adaptations of Fairytales modern and original: compare and contrast character from stories, including figures from the past: looking at clothes (Guy Fawkes/ Father Christmas)</p> <p>I can talk about significant events in my own experience</p> <p>I can talk about familiar situations in the past. I can talk about why things happen: making bread</p> <p>I can recognise and describe special times or events for family or friends</p> <p>I can begin to be aware of my own family history.</p>	<p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see Explore characters of the past through different stories and text.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Celebrate Chinese New year</p> <p>Recognising that people have different beliefs</p> <p>Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month)</p> <p>Changing seasons: winter Ice experiments Knowing there are different countries in the world (China) I have explored google earth I understand the effects of changing seasons on the world around me</p>	<p>Growth & Change: frog life cycle I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects Growth & Change: butterfly life cycle Environment: care can concern: chicks I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal Similarities and differences between countries/environments/Africa/Animals using Handa's He</p>	<p>Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? Materials: Floating / Sinking – boat building Metallic / non-metallic objects I can ask questions about aspects of my familiar world such as the place where I live or the natural world. I can describe special events</p>	<p>Seasides long ago – compare and contrast past and present Understand the past through settings, characters and events encountered in books read in class and storytelling. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure)</p>
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<p>Links to KS1 Readiness Science</p>	<p>Working scientifically Seasonal Change To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them. To know about different types of weather To compare objects in their environment and talk about similarities and differences. To observe changes in trees and plants as the season progresses. To ask questions about the world around them, and seek to find their own answers.</p> <p>Plants To know what a plant is To know what a flower is To know where you see plants To describe the difference between a plant and a flower.</p> <p>Animals including humans To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of</p> <p>Everyday materials To recognise that different everyday objects are made from different materials To describe how different objects look and feel</p>
<p>Links to KS1 Readiness Geography</p>	<p>Locational knowledge Know where they live Know how they travel to school</p> <p>Knowledge of places Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place</p> <p>Human and physical geographical knowledge Recognise elements of their environment that are manmade and natural</p> <p>Using maps Make maps from stories Follow simple maps in play</p>

<p>Links to KS1 Readiness History</p>	<p>Using language associated with the past Use words associated with the past including yesterday, last week, last year Use tense when speaking about things that happened in the past</p> <p>Remembering and discussing their own lives Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order</p> <p>Talking about things they have done with people special to them Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order.</p> <p>Recognising chronology within stories Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past</p>
<p>Expressive Arts and Design</p>	<p>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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>

	<p>I can sing nursery rhymes and songs.</p> <p>I can develop storylines in my play.</p> <p>I can begin to mix primary colours.</p> <p>I will know how to use glue to join.</p> <p>I can draw a self-portrait using definite features.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p>	<p>Use different textures and materials to make firework pictures</p> <p>Using materials to create bridges discussing problems that might arise and reflecting.</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue to role play and perform fairytales</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Christmas School Show- learning and performing songs</p>	<p>I can produce a piece of artwork using an artists style as a stimulus- Jackson Pollock</p> <p>I can explore how colour can be changed I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern</p> <p>Drama conventions through literacy- Helicopter Stories</p> <p>Large scale art work</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts Learn a traditional song and dance and perform it</p> <p>Encourage children to create their own music.</p> <p>Exploration of other countries – dressing up in different costumes</p> <p>Easter crafts printing, patterns on Easter eggs Rubbings of leaves/plants</p> <p>I can combine media to make a collage</p> <p>Drama through literacy</p>	<p>Provide children with a range of materials for children to construct with.</p> <p>Create collaboratively: making 3d : papier mache: working in pairs</p> <p>I can use various construction materials Drama through literacy</p> <p>Large scale art work</p> <p>Make our own Marvelous machines- can we make it roll?</p> <p>Collage-farm animals / Making houses Pastel drawings, Life cycles Junk modelling, houses, bridges boats and transport.</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Drama through literacy</p> <p>ELG- 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 role playing characters in narratives and stories</p> <p>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 to move in time with music.</p>
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**Links to KS1
Readiness**

Using materials

Hold tools like pencils, paint brushes, scissors with increasing precision
Experiment with different everyday and art materials to explore colour, texture and form

Drawing, painting and sculpture

To explore their ideas and imagination by creating drawings, paintings and sculptures.
To explore creating designs and art work on a range of scales.

Exploring techniques

To explore a range of techniques to draw, paint and sculpt to help them create art work.

Comparing and evaluating work

Recognising and exploring the colour, patterns and shapes in other's artist work.
Expressing opinions and feelings in response to their own art work and other artist's work.
Sharing their work with other people, talking about what they have created.