




Colton Primary School *Everyone Successful Every Day*

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes, interests, line of enquiry Celebrations & experiences	Autumn Super Duper Me We are Family Halloween	Diwali Bonfire Night Remembrance Day Christmas around the World Winter Stories around the world	Stories around the world Chinese New Year	Spring New Growth Chicks Mother's Day Easter Pancake Day	Kings and Queens A long Time Ago London Coronation	Rainforest Jungle Animals Countries Father's Day
Possible Fiction Texts	The Colour Monster Ruby's Worry Meesha Makes Friends We Are All Different The Dot Leaf Man Owl Babies My Mum is Fantastic. The Great Big Book of Families Living with Mum and Living with Dad: My Two Homes A Place Called Home When a Dragon Goes to School Home There's Only One You	Pumpkin Soup Stickman The Nativity Wide Awake Hedgehog Our Skin A Stroll through the Seasons Bonfire Night Poppy Day Joy to the World- Christmas Around the Globe	Mama Panya's Pancakes Ghanaian Goldilocks We're Going on a Bear Hunt Around the world with Max and Lemon Could a penguin ride a bike? The Koala and the bushfire The Great Race	Once There Were Giants Jasper's Beanstalk The Enormous Turnip All Pigs are Beautiful My Daddies Let's Celebrate Holi	The King's Pants The Colourful Coronation The King and the Cook Dragon Post The Girl with Two Dads	We're Roaming in the Rainforest Monkey Puzzle Who am I? Greta and the giants Don't Let Them Disappear Rainforest Explorers When the Rain Comes Doris the Loris

						
Possible Non-Fiction Texts	<p>All Kinds of People We are Family Seasons – Autumn Yayoi Kusama covered everything in dots Homes Around the World</p>	<p>Seasons – Autumn/Winter The Nativity story Celebrations Christmas Celebrations Diwali</p>	<p>Pablo Picasso – Little people big dreams Busy Chinese New Year What to look for in winter</p>	<p>From Egg to Chicken Let's Hatch Chicks! The Easter Story Farm animals</p>	<p>King Charles III The Buildings That Made London Big Picture Book of London Queen Elizabeth</p>	<p>The Amazon Rainforest animals Seasons – Summer The Wonder Garden Funny Bums and Freaky Beaks</p>

Communication & Language

STATUTORY EDUCATIONAL PROGRAMME: 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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention & Understanding	<p>To understand how to listen carefully and why listening is important.</p> <p>To engage in story times, rhymes, and songs.</p> <p>To maintain attention in whole class sessions.</p> <p>To understand ‘why’ questions.</p>	<p>To listen to and talk about stories to develop understanding.</p> <p>To follow instructions with two parts.</p> <p>To be able to listen in familiar and new situations.</p> <p>To maintain attention in new situations.</p>	<p>To be able to listen attentively in a range of situations and respond with questions, comments or actions.</p> <p>To maintain attention during appropriate activities.</p> <p>To participate in whole class, small group and 1:1 discussion, sharing own ideas.</p>	<p>To develop concentration and maintain attention in different contexts.</p> <p>To engage in non-fiction texts.</p> <p>To listen to and talk about non-fiction books, to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To maintain attention for longer periods of time and concentrate in a range of contexts.</p> <p>To listen and understand instructions while busy with another task.</p> <p>To be able to carry out and maintain an activity while listening.</p> <p>To understand how, why, and where questions.</p>	<p>To listen and understand instructions whilst busy playing with another task.</p> <p>To be able to listen to and attend to others in play.</p> <p>To make comments and clarify thinking with questions.</p>
Speaking	<p>To speak in sentences, using 4-6 words or more.</p> <p>To use talk to organise play and engage others.</p>	<p>To be able to start a conversation with peers and adults.</p> <p>To ask questions to find out more information about things and to check understanding.</p>	<p>To consider the listeners needs and take turns in conversation.</p> <p>To begin to use past tense when speaking.</p> <p>To be able to recount past events.</p>	<p>To articulate their ideas and thoughts in well-formed sentences.</p> <p>To use talk to work out problems and organise thinking and ideas.</p> <p>To begin to connect one idea to another using a range of connectives.</p> <p>To describe events in some detail.</p> <p>To use talk to explain how things work and why they might happen.</p>	<p>To articulate their ideas and thoughts in well-formed sentences.</p> <p>To be able to confidently use language to reason.</p> <p>To be able to describe events in detail.</p> <p>To be able to hold a conversation and engage in back-and-forth exchanges when speaking.</p>	<p>To be able to speak in well-formed sentences, using past, present, and future tenses.</p> <p>To retell familiar/ well known stories, using their own words and to make use of repetitive phrases.</p> <p>To use a range of conjunctions to extend and articulate their ideas.</p> <p>To use new vocabulary in different contexts.</p>

Ongoing
throughout the
year

To be exposed to a range of vocabulary from stories, non-fiction, rhymes, and poems.
To make use of newly learnt vocabulary when speaking.
To be able to express their ideas and feelings related to their experiences.
To enjoy learning, and listening carefully to, rhymes, poems, stories, and songs, paying attention to how they sound.
To be able to use a range of social phrases throughout the day (E.g., good morning, good afternoon etc).
To listen to and talk about stories to build familiarity and understanding.

Key Vocabulary to revisit from Nursery: Talk, say, tell, copy, listen, look, why

Key Vocabulary to be taught throughout the year: Explain, describe, question, answer, who, what, how, when

Link to Curriculum for Life - Effective Communicators.

The Reception Year
provides the
foundation for
communication
and language skills
the children will
build upon in Year
one.

In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

National Curriculum, 2014

Personal, Social & Emotional Development

STATUTORY EDUCATIONAL PROGRAMME: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. 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
Self-Regulation	<p>To be able to name and talk about, different feelings and emotions.</p> <p>To welcome distractions when upset.</p> <p>To be able to express their own likes and dislikes.</p> <p>To begin to understand that their immediate needs cannot always be met.</p>	<p>To begin to express their feelings and consider the perspectives of others.</p>	<p>To understand their own thoughts and feelings and respect that those of others may be different to theirs.</p> <p>To be able to regulate their own emotions and behaviours in a range of situations.</p>	<p>To be able to make their own choices and communicate what they need.</p>	<p>To begin to understand that children think and respond in different ways to them.</p> <p>To be able to talk about their own abilities positively.</p>	<p>To be able to identify and moderate their own feelings.</p> <p>To be able to see themselves as unique and articulate their own strengths and values.</p> <p>To be able to show sensitivity to others needs and feelings.</p> <p>To be able to confidently talk about a range of emotions and how these make them feel.</p> <p>To be able to articulate the classroom rules and engage in discussions about right and wrong choices.</p>
Managing Self	<p>To become increasingly able to follow school and classroom rules.</p> <p>To be able to independently organise their belongings in the morning/ afternoon.</p> <p>To manage own personal hygiene needs.</p> <p>To show an interest in, and be excited about new activities.</p>	<p>To independently choose where they would like to play.</p>	<p>To be confident to try new things and happy to take risks.</p> <p>To understand, and be able to explain, why we have rules and always tries to follow them.</p> <p>To know right from wrong and behave accordingly.</p> <p>To be able to manage their own needs.</p>	<p>To be able to reflect on the work of others and self-evaluate their own work.</p> <p>To show high levels of independence throughout the day.</p> <p>To begin to show persistence when faced with challenges.</p>	<p>To begin to understand that eating well contributes to good health.</p> <p>To be able to show resilience when things don't go as planned.</p> <p>To be able to show perseverance when faced with a challenge.</p>	<p>To be able to confidently manage all their own personal hygiene needs (E.g., dressing, toileting, teeth brushing etc).</p> <p>To be able to talk about factors that support their overall wellbeing.</p> <p>To understand the importance of healthy food choices and the impact this has on lifestyle.</p>

			To show pride in their own achievements.			To show high levels of perseverance and resilience.
Building Relationships	To be able to build constructive and respectful relationships with adults and peers.	To begin to take turns and share resources. To continue to build constructive and respectful relationships with adults and peers.	To work well with others, as part of a team. To be able to take turn, while playing cooperatively with others. To be able to identify 'kindness' and know what it means to be kind. To seek out others to share activities and experiences.	To be able to keep play going by co-operating, listening, speaking, and explaining.	To begin to resolve conflicts with others.	Enjoys playing cooperatively in a range of situations. To be able to find constructive ways to resolve conflicts. Seeks out a challenge and enjoys the process.
JIGSAW	Being Me In My World	Celebrating difference (including Bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ongoing throughout the year	<p>To know and be able to use a range of self-regulation strategies and techniques. To show sensitivity towards others needs and feelings. To be able to follow classroom rules, and behave according. To be able to build positive relationships with adults and peers. Enjoys receiving positive praise.</p> <p>Key Vocabulary to revisit from Nursery: Feelings, happy, sad, angry, excited, share, take turns, wash, healthy, clean Key Vocabulary to be taught throughout the year: Emotions, fair, frustrated, worried, confused, angry, upset, try, challenge, germs, exercise</p> <p>Link to Curriculum for Life - Empathy and Self Awareness</p>					
The Reception Year provides the foundation for many skills the children will build upon in Year 1. Year 1 Jigsaw Coverage	<u>Being Me in My World</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	<u>Celebrating Difference</u> Similarities and differences Understanding bullying and knowing how to deal with it. Making new friends. Celebrating the differences in everyone.	<u>Dreams and Goals</u> Setting goals Identifying successes and achievements - Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	<u>Healthy Me</u> Keeping myself healthy - Healthier lifestyle choices Keeping clean Teeth brushing Healthy eating	<u>Relationships</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self acknowledgement Being a good friend to myself Celebrating special relationships	<u>Changing Me</u> Life cycles –animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Physical Development

STATUTORY EDUCATIONAL PROGRAMME: 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	<p>To be able to further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>To be able to use core muscles to sit on the carpet during focus sessions.</p> <p>To show an awareness of space and speed when moving.</p> <p>To begin to show confidence and access the adventure trail.</p>	<p>To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to use digging tools for a purpose</p>	<p>To develop a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To be able to access the adventure link confidently and independently.</p>	<p>To refine ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To continue developing confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>To be able to combine different movements with ease and fluency.</p> <p>To be able to use core muscles to sit on the carpet for extended periods of time.</p> <p>To be able to use the adventure link, exploring a variety of ways to use each piece of equipment.</p>	<p>To be able to confidently, and safely, use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To be able to dress and undress independently.</p> <p>To be secure with a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>
Fine Motor Skills	<p>To begin to use a knife and fork together to cut food.</p> <p>To be able to peel own fruit.</p> <p>Show preference for a dominant hand.</p> <p>To begin to use a pincer grip.</p>	<p>To begin to explore small scale resources.</p> <p>To be able to open packets and cartons independently.</p> <p>To be able to use scissors correctly to cut through a piece of paper.</p>	<p>To independently use a knife and fork together to cut food.</p> <p>To begin to use a static tripod grip</p>	<p>To be able to use scissors correctly to cut out shapes.</p> <p>To become more confident to use a static tripod grip.</p>	<p>To use a dynamic tripod grip.</p> <p>To use scissors effectively for a purpose.</p> <p>To be able to fasten and unfasten buttons on clothing.</p>	<p>To develop their own handwriting style which is fast, accurate and efficient.</p>
	<p>To develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical activity,</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To develop overall body-strength, balance, co-ordination, and agility.</p>					

<p>Ongoing throughout the year</p>	<p>To move energetically in a variety of ways (e.g., running, skipping, hopping, jumping etc). To know and be able to talk about the factors that support their overall health and wellbeing (e.g., healthy eating, regular exercise, hygiene, appropriate amount of screen time, good sleep routine etc).</p> <p>Key Vocabulary to revisit from Nursery: Walk, run, climb, jump, ride Key Vocabulary to be taught throughout the year: Balance, grip, throw, catch, bounce, roll, high/low, pinch, fingers, hop</p> <p>Link to Curriculum for Life - Skills for Life</p>
<p>The Reception Year provides the foundation for many skills the children will build upon in Year 1.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.

Literacy

STATUTORY EDUCATIONAL PROGRAMME: 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 2	Summer 1	Summer 2
Comprehension	<p>To be able to listen to and enjoy sharing a range of books.</p> <p>To be able to hold a book correctly (the right way up) and handle it with care, turning pages appropriately.</p> <p>To begin to engage in conversation about stories, demonstrating an understanding of what has been read to them.</p> <p>To know that a book has a beginning, a middle and an end.</p> <p>To know that text in English is read top to bottom and left to right.</p> <p>To know the difference between text and illustrations.</p> <p>To recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>To be able to explain in simple terms what is happening in a picture in a familiar story.</p> <p>To be able to complete a repeated refrain in a</p>	<p>To enjoy and respond to, different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>To begin to respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>To begin to make simple inferences to answer questions about a book read aloud to them.</p> <p>To be able to sequence several events from a familiar story, using puppets, pictures from book or role-play.</p> <p>To recognise newly introduced vocabulary and explain its meaning.</p>	<p>To use picture clues to help read a simple text.</p> <p>To be able to make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>To show an understanding of some words and phrases in a story that is read aloud to them.</p> <p>To express a preference for a book, song, or rhyme, from a limited selection.</p> <p>To engage in play that is influenced by experience of books (small world, role play).</p>	<p>To be able to retell stories in the correct sequence, draw on language patterns of stories.</p> <p>To show an understanding of familiar words and phrases in a story that is read aloud to them.</p> <p>To suggest how an unfamiliar story read aloud to them might end.</p> <p>To give a simple opinion on a book they have read, when prompted.</p> <p>To recognise repetition of words or phrases in a short passage of text.</p> <p>To begin to innovate a well-known story with support.</p>	<p>To be able to correctly sequence a story or event using pictures and/or captions.</p> <p>To make simple, plausible suggestions about what will happen next in a book they are reading, and explain why.</p> <p>To know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>To be able to make inferences to answer a question in a picture book that has been read to them, where answer is clearly signposted. E.g., 'Why do you think...?'</p>	<p>To act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>To be able to innovate a known story.</p> <p>To be able to recall the main points in text in the correct sequence, using own words and include newly learnt vocabulary.</p> <p>When prompted, to be able to say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, are able to sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>

	familiar rhyme, story or poem being read aloud.					
Word Reading Phonics RWI	To begin to hear general sound discrimination To begin to identify rhythm and rhyme. To recognise some set 1 sounds: m a s d t l n p g o c k u b f To begin to blend first green words assisted. e.g., mat, sat, pin, got, man To begin to orally blend CVC words.	To recognise all set 1 single letter sounds. To begin to recognise set 1 special friends (digraphs) ck sh ch th qu ng nk. To be able to orally blend words. To continue to blend green words (CVC) using Fred Talk.	To recognise all set 1 sounds. To begin to recognise some set 2 sounds ay ee igh ow kn oo (long) Continue blending VC CVC CVVC CCVC words, beginning to use Fred in our head. To begin to read ditty RWI story books with some support.	To recognise set 2 sounds taught in Spring 1. To begin to recognise set 2 sounds oo (short) ar, or, air. Continue blending VC CVC CVVC CCVC words, beginning to use Fred in our head. To be able to read green books.	To recognise set 2 sounds taught in Spring 2. To begin to recognise set 2 sounds ir wh ou oy To continue reading green books, progressing to purple. To begin to read simple sentences. To continue to apply knowledge of blending to read simple two-syllable words and captions.	To recognise all set 1 and set 2 sounds. Some pupils to begin to recognise some set 3 sounds – ea, oi, a-e. To be able to read words with set 2 sounds. To speedily read simple sentences, including some red words.
	Pupils to be assessed in phonics at the end of the half term .	Pupils to be assessed in phonics at the end of the half term .	Pupils to be assessed in phonics at the end of the half term .	Pupils to be assessed in phonics at the end of the half term .	Pupils to be assessed in phonics at the end of the half term .	Pupils to be assessed in phonics at the end of the half term .
Writing	To develop listening and speaking skills in a range of contexts. To be aware that writing communicates meaning. To be able to give meaning to marks they make, draw or paint. To be able to write their own name copying it from a name card or writing it from memory, To begin to orally segment sounds in words. To begin to hear initial sounds in words. To be able to draw lines and circles when making marks. To copy print from their environment To use some recognisable letters and own symbols when 'writing'.	To be able to copy adult writing behaviour e.g., writing on a whiteboard, writing messages. To know there is a sound/symbol relationship. (Phoneme grapheme correspondence). To be able to write letters and strings, sometimes in clusters like words. To be able to use talk to link ideas, clarify thinking and feelings. To be able to orally spell VC and CVC words by identifying the sounds To be able to write their own name independently To begin to write CVC words. To begin to write some red words taught in RWI. To be able to form letters from their name correctly.	To begin to make plausible attempts at longer words, getting some letters in the correct order. To begin to recognise that after a word there is a space. To begin to orally compose a sentence and hold it in memory before attempting to write it. To begin to write VC and CVC words using RWI sounds taught so far. To understand writing goes from left to right and top to bottom. To be able to form most letters correctly, using RWI rhymes to support.	To be able to orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. To be able to write VC, CVC and CVCC words independently using RWI sounds taught so far. To be able to spell most of the red words taught in RWI so far. To write a few words with gaps between each word (understanding a word is a word).	To be able to write a short sentence, using finger spaces and a full stop. To begin to understand how to use capital letters. To be able to make plausible attempts at writing longer, unfamiliar words. To be able to form most lower-case letters correctly, starting and finishing in the correct place. To begin to form some capital letters. To be able to re-read their own writing to check for errors.	To be able to write a sentence independently, that can be read by others, including finger spaces, a capital letter and a full stop. To be able to write different text forms for different purposes (e.g., lists, stories, instructions.) To be able to spell most of the red words taught in RWI so far. To be able to use all set 1 and most of set 2 sounds in their writing. To be able to use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

Ongoing throughout the year

- To explore feelings and motivation that move characters in stories.
- To be able to answer to what, where, who, why and how questions.
- To confidently talk about the different parts of a book (front cover, blurb etc).
- To be able to independently sequence main events of a story.
- To use story maps to retell stories, using their own words.
- To express a preference for a book.
- To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- To read books consistent with their phonic knowledge

Key Vocabulary to revisit from Nursery: Story, book, page, song, rhyme, draw

Key Vocabulary to be taught throughout the year: Fiction, non-Fiction, information, facts, write, sentence, question, sounds

Link to Curriculum for Life - Skills for Life, Effective Communicator.

The Reception Year provides the foundation for many skills the children will build upon in Year 1.

Reading		Writing		
Word Reading	Comprehension	Transcription	Composition	Vocab, Grammar, Punctuation
<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far 	<p>Spell:</p> <ul style="list-style-type: none"> ♣ words containing each of the 40+ phonemes already taught ♣ common exception words ♣ the days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un– ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Apply simple spelling rules</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ♣ learning the grammar for year 1 in English Appendix 2 <p>Use the grammatical terminology in English Appendix 2 in discussing their writing</p>

		<p>Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them.</p>	<p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>		
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Mathematics

STATUTORY EDUCATIONAL PROGRAMME: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel math ematically. 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	<p>To be able to make comparisons.</p> <p>To have a deep understanding of numbers 1, 2, 3- including compositions.</p> <p>To be confident at subitising to 3.</p> <p>To understand the concept of zero.</p>	<p>To have a deep understanding of numbers 4, 5- including compositions.</p> <p>To begin to subitise to 5.</p> <p>To recognise and describe 2d shapes (square, rectangle, circle, triangle).</p>	<p>To have a deep understanding of numbers 6, 7- including compositions.</p> <p>To be able to confidently subitise to 5.</p>	<p>To have a deep understanding of numbers 8, 9, 10- including compositions.</p> <p>To revisit all previously learnt 2D shapes.</p> <p>To recognise and describe 3d shapes (cube, cuboid, sphere, cone, cylinder.)</p> <p>To begin to double numbers.</p> <p>To begin to explore number bonds to 5.</p>	<p>To have a deep understanding of all numbers to 10- including compositions.</p> <p>To begin subitising up to 10 by making groups.</p> <p>To be able to recall some number bonds to 5.</p> <p>To revisit all previously learnt 2D shapes.</p> <p>To continue exploring and naming 3d shapes.</p>	<p>To begin to explore the composition of numbers beyond 10.</p> <p>To be able to find half of a number.</p> <p>To have quick recall of all bonds up to 5 and some up to 10.</p> <p>To be confident naming and describing the 2D and 3D shapes covered over the year.</p>
Numerical Pattern	<p>To be able to sort a group of objects according to a criteria.</p> <p>To begin to understand and use the language 'same and different' and 'more and fewer'.</p> <p>To be able to describe and continue a repeating pattern.</p>	<p>To be able to make comparisons.</p> <p>To begin to explore weight and compare.</p>	<p>To be able to compare weight, capacity, and distance.</p> <p>To begin to compare lengths/heights.</p>	<p>To begin to explore odd and even numbers.</p> <p>To be able to order numbers to 10.</p> <p>To be able to compare lengths and heights.</p> <p>To begin to use non standard units to measure height.</p>	<p>To be able to double numbers and recall some double facts.</p> <p>To know the odd and even numbers within 10.</p> <p>To be able to use nonstandard units to measure and compare weight.</p> <p>To begin to explore halving.</p> <p>To begin to share an amount equally (mixed numbers).</p>	<p>To be confident with double and recall double facts to 10.</p> <p>To be able to share an amount equally (mixed numbers).</p> <p>To be confident knowing the odd and even numbers within 10.</p>
	<p>To become secure with the counting principles (one-to-one correspondence, cardinality, stable order principle, abstraction principle).</p> <p>To link the number symbol with its cardinal number value.</p> <p>To understand the 'one more/one less than' relationship between consecutive numbers.</p>					

Ongoing throughout the year

- To rote count, count objects, subitise and recognise numerals. To recall addition and subtraction facts.
- To explore the composition of each number.
- To be able to count forwards and backwards and beyond 20.
- To choose resources to represent numbers (including fingers).
- To represent and solve word problems involving number (including missing number problems, or how many more etc).
- To use tens frames, number tracks, Numicon and double-sided counters.
- To understand and use number bond diagrams.
- To understand the relationships between numbers.
- To understand the days of the week and the pattern of the day.
- To talk about maths in everyday life.
- To use positional language.
- To copy and create number/ repeating patterns (ab, abc, abb, growing patterns).
- To select, rotate, and manipulate shapes to develop spatial reasoning skills.
- To compose and decompose shapes so that they recognise a shape can have other shapes within it, just as a number can.

Key Vocabulary to revisit from Nursery: Number, shape, square, triangle, circle, rectangle, time, clock, count, how many, bog, small., tall, short

Key Vocabulary to be taught throughout the year: high, low, heavy, light, bigger, smaller, more than, fewer, subitise

Link to Curriculum for Life - Skills for Life, Digitally Literate.

The Reception Year provides the foundation for many skills the children will build upon in Year 1.

Place value	Addition & Subtraction	Multiplication & Division	Properties of shape	Measurement
<ul style="list-style-type: none"> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives, and tens - given a number, identify one more and one less - identify and represent numbers 	<ul style="list-style-type: none"> - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero 	<ul style="list-style-type: none"> - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	<ul style="list-style-type: none"> - recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<ul style="list-style-type: none"> -compare, describe, and solve practical problems for: <ul style="list-style-type: none"> ♣ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ♣ mass/weight [for example, heavy/light, heavier than, lighter than] ♣ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ♣ time [for example, quicker, slower, earlier, later] - measure and begin to record the following: <ul style="list-style-type: none"> ♣ lengths and heights ♣ mass/weight ♣ capacity and volume ♣ time (hours, minutes, seconds) - recognise and know the value of different denominations of coins and notes

	<p>using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>- read and write numbers from 1 to 20 in numerals and words.</p>	<p>- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<p>Fractions</p> <p>- recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>Position & Direction</p> <p>- describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>- recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p>
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Understanding the World

STATUTORY EDUCATIONAL PROGRAMME: 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
<p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	History					
	<p>To begin to make sense of their own life story and family history.</p> <p>To discuss how their family has changed over time.</p> <p>To show curiosity when finding out about the past, asking simple questions and making statements.</p>	<p>To use the language of time when talking about past/present events, and celebrations in their own lives and in the lives of others.</p> <p>To be able to compare and contrast characters from stories (including figures from the past).</p> <p>To understand why we celebrate significant historical events E.g., Remembrance Day, Bonfire Night.</p>	<p>To know some similarities and differences between things in the past and now.</p> <p>To continue to use the language of time when talking about past/present events, and celebrations in their own lives and in the lives of others (link to Christmas celebrations/pancake day)</p>	<p>To be able to talk about pictures of familiar situations which are in the past.</p> <p>To compare and discuss our abilities now and the abilities we had as babies & toddlers.</p> <p>To understand and be able to talk about the changes that occur to humans and animals over time.</p>	<p>To learn and find out about Queen Elizabeth and who she was.</p> <p>To research and find out about King Charles III and where he lives.</p> <p>To explore the differences in buildings from the past to present day buildings– Castles are made out of stone, the Shard is made of glass.</p> <p>To explore different representations of the past due to changes in technology and society (e.g., looking at paintings, and photographs)</p>	<p>To discuss the change in the rainforest over time.</p> <p>To begin to learn and understand some of the reasons behind the change in the rainforest.</p> <p>To revisit our class timeline and recap on our learning journey in Reception.</p>
	<p>To show curiosity about the world around them by asking questions.</p> <p>To show an understanding of things that have happened, are happening and will happen (significant events like Christmas, Easter, changes of seasons, birthday etc).</p> <p>To have an awareness of time and to be able to use simple vocabulary associated with it (e.g., before, now, next, after, later).</p> <p>To understand ‘the past’ from reading a range of books in school.</p> <p>To be able to compare and contract characters from stories (including figures form the past).</p> <p>To understand the sequencing of the days of the weeks using daily songs and rhymes.</p> <p>To talk about a range of different occupations and compare these to the past (e.g., fire service, police service).</p> <p>To talk about events that have happened in their own life and remember key events from their first year at school – Class timeline</p> <p>Key Vocabulary to revisit from Nursery: Before, After, Past</p> <p>Key Vocabulary to be taught throughout the year: History, prehistoric, future, today, tomorrow, yesterday, first, next</p>					

<p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	Geography					
	<p>To know that we live in Colton, Leeds, England. To be able to describe their immediate environment, using knowledge from observations and discussion. To be able to describe the things that make up the local community, using maps as reference (e.g., human features- library, parks etc). To know that Japan is a country. Explore its distance from England on the globe (link is Yayoi Kusama).</p>	<p>To understand the information on a simple map and to be able to talk about this. To use positional language when using Beebots (up, down, across). To recognise the shape of the United Kingdom on a world map and to begin to understand its position in relation to other places in the world (relate to Christmas around the globe)</p>	<p>To understand and talk about how and why environments differ to their own. To learn about a contrasting environment – Links to Chinese/Lunar New year, Pablo Picasso, Ghanian Goldilocks, Artic</p>	<p>To explore arial photographs. *Temple Newsam Farm) To use directional language when using Beebots (backwards, forwards, left, right).</p>	<p>To draw a map of a familiar space (e.g., the outdoor area, classroom, house). To be able to program a Bee Bots to plan a route on a grid. To draw a map of London adding famous landmarks and buildings.</p>	<p>To learn about a contrasting environment - Rainforest To understand and talk about how and why environments differ to their own (e.g., focus on climate, animals, adaptation, plants, and physical features). To recognise the shape of the United Kingdom on a world map. To begin to identify other places and countries within the world.</p>
	<p>To contribute to daily weather discussions – noticing and talking about the weather and why it occurs (e.g., Rainbow – sun and rain, Ice etc). To be able to talk about the changes in the seasons and the effect they have on the world around them. To show curiosity about the world around them by asking questions. To be able to name some other places in the world. Children will take part in outdoor learning lessons in Windmill Woods throughout the year, exploring the natural world. Key Vocabulary to revisit from Nursery: Place, visit, travel, weather, rain, sun, map, journey, house Key Vocabulary to be taught throughout the year: Sea, land, globe, hot, cold ice, winter, spring, summer, autumn, building, country, climate,</p>					
Science						
<p>To be able to talk about the changes that occur in Autumn. Identifying, grouping and classifying (e.g., sorting activities (e.g., leaves). To be able to name basic parts of their body. Habitat of owls</p>	<p>To be able to talk about the changes that occur in Winter. To explore ice and snow. Freezing and melting. To begin to learn about hibernation and which animals hibernate.</p>	<p>To be able to talk about the changes that occur in Winter. To explore ice and snow, freezing and melting. To explore winter and observe the changes. To observe the changes when making porridge.</p>	<p>To be able to talk about the changes that occur in Spring. To be able to name and match animals to their young. To understand the human lifecycle and the changes that occur to the human body as we grow.</p>	<p>To discuss which materials are best for building with and why. To discuss the different properties of materials and group them.</p>	<p>To be able to talk about the changes that occur in summer. To begin to understand that animals have different habitats. To find out key facts about rainforest animals.</p>	

				To understand simple lifecycles (butterfly/ chick/ frog) To know what a plant needs to grow. To investigate what type of beans grow.		
Past and Present People, Culture and Communities The Natural World	<p>To enjoy exploring the natural world around them, making observations. To show curiosity about the world around them by asking questions. To be able to draw pictures of the things they have observed. To know how they can look after the natural environment and know how to take care all living things. To be able to describe the different things they can see, hear and feel whilst exploring outside. To understand the effect of changing seasons on the natural world around them. To make observations around various states of matter, and use a range of vocabulary to describe these (e.g., melting, freezing, condensing etc). To use their imagination and curiosity to develop appreciation of, and wonder at, the natural world.</p> <p>Key Vocabulary to revisit from Nursery: Mix, stir, pour, hot, cold, smooth, wet, hard, soft, look Key Vocabulary to be taught throughout the year: Dissolve, experiment, investigate, same, different, observe, grow, change, float, sink</p>					
	R.E.					
	To understand that we are all special. To recognise and celebrate differences between their lives and lives of others.	To be able talk about a range of celebrations/ occasions (including those that are religious). Halloween, Bonfire Night, Diwali, Christmas. To understand that people have different beliefs and celebrate them in different ways.	To be able talk about a range of celebrations/ occasions (including those that are religious). Chinese New Year.	To be able talk about a range of celebrations/ occasions (including those that are religious). Easter To be able to show respect and care for living things.	To understand the value of being curious and interested in finding out about people in their community and in other countries.	To understand the value of being curious and interested in finding out about people in their community and in other countries.
<p>To know about familiar people within their community and talk about their roles in society. To be aware that people have different beliefs and celebrate in different ways. To have positive attitudes towards others and their beliefs. To understand a range of different occupations and show tolerance to these. To listen to and talk about stories from a range of different religions and world views. To be able to ask questions and talk about their own feelings and experiences. To learn how to appreciate and value human beings, recognising and encountering diversity. To talk about 'special places' for certain communities (e.g., church, mosque etc). To describe special events in their own lives.</p> <p>Key Vocabulary to revisit from Nursery: Celebration, Diwali, Family, Easter Key Vocabulary to be taught throughout the year: Festival, special, different, same, culture, religion</p>						
	<p>History Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of</p>					

The Reception Year provides the foundation for many skills the children will build upon in Year 1.

everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Geography

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Science

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. 'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Expressive Arts and Design

STATUTORY EDUCATIONAL PROGRAMME: 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
Creating with Materials Being Imaginative and Expressive	Art & DT					
	<p>Artist – Yayoi Kusama</p> <p><u>Drawing</u> To be confident in drawing line and circles, giving meaning to their marks To take part in guided drawing activities to create representations of themselves and people (e.g. black line drawings of families, self-portraits)</p> <p><u>Colour</u> To use colours for a particular purpose. E.g., self-portrait – hair/skin/eye colour)</p> <p><u>Paint</u> To explore a variety of paint types (poster, block water).</p> <p><u>Print</u> To be able to print using natural objects e.g., leaves. <u>3D sculptures</u></p>	<p>Artist - Stephen Brown</p> <p><u>Drawing</u> To use lines to create an enclosed space. To take part in guiding drawing activities, drawing shapes and adding specific details (link to Diwali and bonfire night)</p> <p><u>Colour</u> To begin to explore mixing colours using ready mixed paint.</p> <p><u>Paint</u> To be able to use a variety of painting equipment, choosing the appropriate tool for a planned effect.</p> <p><u>Print</u> To explore a wider range of printing equipment e.g., sponges, rollers, body parts, fruit.</p>	<p>Artist – Picasso (cubism)</p> <p><u>Drawing</u> To show different emotions through drawing. To take part in guided drawing activities, beginning to add in specific colours.</p> <p><u>Colour</u> To continue to explore mixing colours using ready mixed paint.</p> <p><u>Paint</u> To introduce powder paint, learning how to mix.</p> <p><u>Print</u> To explore printing to create an effect. <u>3D sculptures</u></p>	<p>Artist – Van Gogh</p> <p><u>Drawing</u> To begin to draw from observation e.g., flowers/ plants.</p> <p><u>Colour</u> To explore mixing primary colours, creating a range of secondary colours.</p> <p><u>Paint</u> To use powder paint to mix colours independently.</p> <p><u>Print</u> To explore pressing flowers to preserve. <u>3D sculptures</u></p>	<p>Artist – Andy Goldsworthy</p> <p><u>Drawing</u> To be able to draw from observation, paying attention to detail and colour.</p> <p><u>Colour</u> To explore mixing primary colours, creating a range of secondary colours.</p> <p><u>Paint</u> To show a preference for paint types, being able to express the reasons for their choice.</p> <p><u>Print</u> Revisit: To explore printing to create an effect. <u>3D sculptures</u></p>	<p>Artist – Henri Matisse</p> <p><u>Drawing</u> To be able to draw from observation and using their imagination. Draws freely, adds specific details, uses appropriate colour etc.</p> <p><u>Colour</u> To collaborate knowledge of colour and use it independently. To know and be able to mix a variety of colours.</p> <p><u>Paint</u> To be able to confidently paint from observation and using their imagination.</p> <p><u>Print</u> To be able choose an appropriate printing method for a specific task.</p>

Creating with Materials
Being Imaginative and Expressive

<p>To understand what transient art is and the areas of the classroom they can use to create sculptures e.g., malleable, construction, creation station.</p> <p><u>Textiles/Materials</u> To explore the creation station and the range of materials available to them.</p>	<p><u>3D sculptures</u> To be able to use simple joins e.g., celloptape, glue. To be able to select resources independently and constructs their own ideas.</p> <p><u>Textiles/Materials</u> To explore the texture of materials (link to keeping warm).</p>	<p>To be able to explore a wider variety of joins e.g., hole punch and string, stapler. To learn how to 'design' what they would like to create, using drawings.</p> <p><u>Textiles/Materials</u> To begin to learn how to weave paper using a traditional weaving technique.</p>	<p>To continue exploring joins e.g., split pins, paper clips, treasure tags. To be able to talk about 'forms and functions' of the things they create. To begin to evaluate their creations.</p> <p><u>Textiles/Materials</u> To continue exploring a range of building materials, considering the most appropriate materials for a task.</p>	<p>To explore joining techniques e.g., l brackets, slots. To create things collaboratively, sharing ideas, resources, and skills.</p> <p><u>Textiles/Materials</u> To continue exploring a range of building materials, considering the most appropriate materials for a castle.</p>	<p><u>3D sculptures</u> To be able to choose the most appropriate joining method for a task, giving reasons for their choice. To be able to design, make and evaluate during independent play.</p> <p><u>Textiles/Materials</u> To begin exploring and creating collages using materials/paper – Rainforest picture or rainforest animal</p>
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To construct with a purpose in mind, accessing a range of areas in the classroom.
To safely explore a range of different materials.
To be able to use a several techniques/ resources to join and assemble materials (e.g., celloptape, glue spreader, paper joining techniques, stapler, sting, hole punch etc).
To be able to use a range of effects to express their ideas and feelings.
To be able to talk about the textures of different things, and to use appropriate descriptive vocabulary.
To share their creations, talking about processes they have used.

Key Vocabulary to revisit from Nursery: Paint, stick, glue, cut
Key Vocabulary to be taught throughout the year: Print, design, texture, smooth, soft, hard, spiky, shiny, join

Music, Drama, Dance

<p>To use a narrative within roleplay that is extended and supported by others. To use props and materials when role playing characters in narratives and stories. To retell a familiar story using small world with support To explore the sounds that instruments make. To understand that instruments can be tapped, shook etc.</p>	<p>To respond to others in role. To use actions to represent ideas and concepts. To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places. To use appropriate instruments to create a given sound.</p>	<p>To make up their own version of a familiar story or change parts of it. To independently retell a familiar story using small world. To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places. To begin to tap along to a beat.</p>	<p>To invent, adapt and recount narratives and stories with their peers. To pretend to be someone else (e.g., hot seating activities). To imagine what a character would think, say, feel or do. To be able to copy a beat.</p>	<p>To collaboratively develop more complex storylines in pretend play. To use the small world resources to tell original stories. To begin to understand how sounds can differ e.g., volume and pitch.</p>	<p>To collaboratively develop more complex storylines in pretend play. To be able to use knowledge of music to express themselves and perform to others.</p>
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To confidently sing a range of well-known nursery rhymes and songs.
Enjoys performing songs, dances, rhymes, poems, and stories with others (or solo).

	<p>Enjoys watching performances and can talk about the things they have experienced. To begin to move in time to music. Enjoys making music and have experience of playing a range of musical instruments. To listen attentively to music and talk about how the music makes them feel. To begin to create their own songs. Charanga and Music Express to compliment themes and teaching.</p> <p>Key Vocabulary to revisit from Nursery: Music, dance, beat, sing, pretend, loud, quiet Key Vocabulary to be taught throughout the year: Pulse, rhythm, noisy, fast, slow, imagine</p>
<p>The Reception Year provides the foundation for many skills the children will build upon in Year 1.</p>	<p><u>Art and Design</u> Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Design and Technology</u> Design</p> <ul style="list-style-type: none"> ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products <p><u>Music</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.