

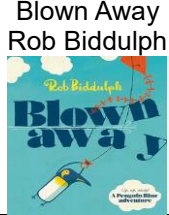

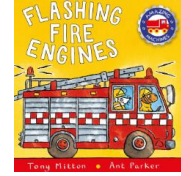


IVINGTON CE PRIMARY AND PRE-SCHOOL

Reaching together... with the fruits of the spirit



Year A

Term	Autumn	Spring	Summer
Values	Patience	Kindness	Goodness
Cherry Class Topic Title	Incredible Me (2 weeks) Journeys & Transport	Land Ahoy	People Who Help Us
Substantive Concept Links	Agriculture Settlement Religion	Kingdom Religion Monarchy Invasion	Agriculture Church
A Story Spark Start	Incredible You Rhys Brisenden  Blown Away Rob Biddulph 	The Pirate's Next Door Jonny Duddle 	Flashing Fire Engines Tony Mitton 
Further Quality Topic Texts	Emma Jane's Aeroplane- Katie Haworth & Daniel Rieley How Airports Work - Tom Cornell & Clive Gifford & James Gulliver Hancock Journey - Aaron Becker	The Pirate Cruncher - <i>Jonny Duddle</i> Port Side Pirates - <i>Oscar Seaworthy</i> See Inside Pirate Ships - <i>Rob Lloyd Jones and Jorge Muehle</i> Yo ho ho a Pirating We'll Go - <i>Kaye Umansky and Nick Sharratt</i>	The Great Fire of London -Jenny Powell Samuel Pepys - Paul Harrison Who Was: Samuel Pepys?- Paul Harrison
Enrichment/ Additional Experiences	Shobdon Airfield -Local Links Remembrance Day Harvest Bonfire Night Diwali Children In Need Christmas	Dress Up/Talk Like a Pirate Day Chinese New Year Mother's Day Internet Safety Day Science Week Pancake Day World Book Day	Great Fire of London Re-enactment Fire Station Tour Fire Engine Visit to school Father's Day Sports Day Transition to Year 1
Forest School The children will have weekly forest school session where they will explore the natural world, the changes in seasons and how to	Build and test Flying Objects from natural materials.	Raft Building to escape from the island Map reading	Building houses

care for their environment			
Year A			
Term	Autumn	Spring	Summer
Cherry Class Topic Title	Incredible Me (2 weeks) Journeys & Transport	Land Ahoy	People Who Help Us
Communication & Language Whole EYFS focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE times, stories, singing, speech & language interventions, Pie Corbett sessions, EYFS productions, assemblies and weekly interventions	Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Listen and talk about stories to build familiarity and understanding Develop social phrases such as saying hello/good morning back to the adults at school Know the names of all of the adults at school Respond appropriately to a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Describe events in some detail Know the words first, then, after that, next, finally. Listen carefully to and learn rhymes, poems and songs. Know and follow along with the actions to a focus song.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen Retell stories once they have developed a deep familiarity with the text, some exact repetition and some in their own words. Listen to and talk about stories to build familiarity and understanding. Know the name of at least two favourite books and the main characters Connect one idea or action to another using a connective.	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Describe events in some detail Know a story all the way through including character names and beginning, middle and end. Be able to match rhyming words using puzzle pieces or orally, for example ‘hen’ and ‘pen’
	Learn new vocabulary	Engage in story times	Listen carefully to rhymes and songs, paying attention to how they sound.
	Use new vocabulary in different contexts	Use new vocabulary through the day Engage in Non-fiction books	Learn rhymes, poems, and songs.

Personal, Social & Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own hand washing and know effective hand washing Manage their own toileting needs Know the names of at least 3 children who they like to play with in their class. Know how to be a safe pedestrian (link to first school trip)		Show resilience and perseverance in the face of challenge. Manage their own needs Know and talk about the different factors that support their overall health and wellbeing Express their feelings verbally to an adult. Know the phrase 'I can't do it YET' Express their feelings to an adult or another child. Know how to look after their teeth		Think about the perspectives of others. Manage their own needs Know and talk about the different factors that support their overall health and wellbeing Identify and moderate their own feelings socially and emotionally.	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year					
	<u>Jigsaw Theme:</u> Being Me in My World To understand how it feels to belong and that we are similar and different To start to recognise and manage my feelings To enjoy working with others to make school a good place to be To understand why it is good to be kind and use gentle hands To begin to understand children's rights and this means we should all be allowed to learn and play To learn what being responsible means	<u>Jigsaw Theme:</u> Celebrating Differences To identify something, I am good at and understand everyone is good at different things To understand that being different makes us all special To know we are all different but the same in some ways To tell you why I think my home is special to me To tell you how to be a kind friend To know which words to use to stand up for myself when someone says or does something unkind	<u>Jigsaw Theme:</u> Dreams and Goals To understand that if I persevere I can tackle challenges To tell you about a time I didn't give up until I achieved my goal To set a goal and work towards it To use kind words to encourage people To understand the link between what I learn now and the job I might like to do when I'm older To say how I feel when I achieve a goal and know it means to feel proud	<u>Jigsaw Theme:</u> Healthy Me To understand that I need to exercise to keep my body healthy To understand how moving and resting are good for my body To know which foods are healthy and not so healthy and can make healthy eating choices To know how to help myself go to sleep and understand why sleep is good for me To wash my hands thoroughly and understand why this is important To know what a stranger is and how to stay safe if a stranger approaches me	<u>Jigsaw Theme:</u> Relationships To identify some of the jobs I do in my family and how I feel like I belong To know how to make friends to stop myself from feeling lonely To think of ways to solve problems and stay friends To start to understand the impact of unkind words To use Calm Me time to manage my feelings To know how to be a good friend	<u>Jigsaw Theme:</u> Changing Me To name part of the body To tell you some things I can do and foods I can eat to be healthy To understand that we all grow from babies to adults To express how I feel about moving to Year 1 To share my memories of the best bits of this year in Reception

Physical Development	PE - Multiskills	PE - Dance	PE – Pirate Fitness	PE – Football Fundamentals	PE – Rugby Fundamentals	PE - Athletics
<p>Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation). Provide extra help and guidance when needed.</p> <p>Daily opportunities for fine and gross motor activities</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Children will develop their walking, crawling and climbing in the outdoor environment.</p> <p>Children will begin to learn to push themselves along on the school bikes.</p> <p>Children will know how to stop effectively on the bikes.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop balancing on low planks and beams.</p> <p>Children will jump and hop landing safely in the outdoor environment and in PE lessons.</p> <p>Children will know 'One hand holding the pencil and one hand on the paper when mark making.</p> <p>Use a range of tools safely and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Children will know how to retrieve and tidy away the sand and water toys.</p> <p>Children will know to put their arms to the side to balance.</p> <p>Children will show preference for a dominant hand.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming</p> <p>Children will develop their skipping and running technique.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>		
	<p>Develop small motor skills to use tools independently and safely through activities such as threading, manipulating dough, pinching pegs and using tweezers.</p> <p>Develop a secure dominant hand</p> <p>Use a knife, fork and spoon for eating</p> <p>Make snips in paper using scissors</p> <p>Develop comfortable pencil grip and good writing posture</p>	<p>Establish a tripod pencil grip and good posture for writing</p> <p>Cut along a line with scissors</p> <p>Build models with small construction toys with greater control</p> <p>Do my own zip up</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Refine control when using pencils, scissors or paintbrush.</p> <p>Cut out shapes independently</p> <p>Do buttons up myself</p>			

Literacy	Children will independently look at a book, hold it the correct way and turn pages.		Read individual letters by saying the sounds for them		Children will retell a story using vocabulary influenced by their book.	
	Children will segment and blend sounds together to read words.		Blend sounds into words		Children will read longer sentences containing phase 4 words and tricky words.	
	Children will give meanings to the marks they make.		Read some letter groups that each represent one sound and say sounds for them		Children will write words which are spelt phonetically.	
	Children will learn how to write their name.		Read a few common exception words		Children will know how to write a short sentence with a full stop and capital letter.	
	Children will learn how to write some initial sounds.		Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.		Children will be able to answer questions about what they have read.	
	Children will engage and enjoy an increasing range of books.		Children will act out stories using recently introduced vocabulary.		Children will read books matched to their phonics ability.	
	Children will begin to read captions and short sentences.		Children will recognise taught digraphs in words and blend the sounds together.		Children will write simple phrases and sentences using recognisable letters and sounds.	
	Children will form most letters correctly.		Children will be able to talk about the characters in the books they are reading.		Children will know how to write a short sentence with a full stop and capital letter and finger spaces.	
	Children will know how to read and write some simple cvc words matching their phonic knowledge.		Children will write labels/[phrases representing the sounds with a letter/letters.		Children will learn to read what they have written to check it makes sense.	
	Read a few common exception words		Children will begin to write a short sentence.			
Read, Write, Inc	Read all single letter Set 1 sounds	Read all set 1 sounds; blend sounds into words orally	Blend sounds to read words; read short Ditty stories Learn sounds with special friends	Read Red storybooks. Read Red words; put,the,I, no, of, my, for, he	Read Green storybooks; read some Set 2 sounds. Read red words; your, said, you, be, are	Read Green or purple storybooks. Read Red words; to, me, go, baby, paint
Writing Outcomes	Ordering the letters in my name and name writing		Assign meaning to my writing		Assign meaning to my writing	
	Assign meaning to my writing		Writing initial sounds and CVC/ CCVC / CVCC words		Writing initial sounds and CVC/ CCVC / CVCC words	
	Writing initial sounds and CVC words		Spell words by identifying the sounds and then writing the sound with letter/s		Spell words by identifying the sounds	
	Spell words by identifying the sounds		Form lower case letters accurately		Form lower case and capital letters accurately	
	Writing simple phrases or captions		Writing simple phrases or captions			

Comprehension	Form lower case letters accurately	Writing some Red Words	Form numbers accurately Writing short sentences with words with known letter sounds correspondences using capital letter and full stop Writing Tricky Words
	Daily reading in RWI groups Children start on wordless books and then progress in line with their phonics knowledge Daily 15-minute class story time and discussion Sharing books selected by children to take home once a week to develop a love of reading		
Mathematics	Getting to Know You Settling in and routines Match, Sort, Compare Matching objects & pictures Exploring sorting techniques Creating sorting rules Comparing amounts Talk About measure & Patterns Compare size, mass & capacity Explore and create simple patterns It's me 1,2,3 Subitise Identify & find 1,2,3 Composition of 1,2,3 Explore 1 more Explore 1 less Circles & Triangles Identify circles & triangles Compare circles and triangles Describe position 1,2,3,4,5 Subitise to 5 Identify & find 4 & 5 Composition of numbers to 5 1 more 1 less Shapes with 4 Sides Identify and name shapes with 4 sides Combine shapes with 4 sides Explore shapes in the environment	Alive in 5 Explore zero Identify & find numbers 0-5 Subitise 0-5 Represent 0-5 Composition of 0-5 1 more 1 less Mass & Capacity Compare mass Explore capacity Compare capacity Find a balance Growing 6,7,8 Identify & find 6,7,8 Composition of 6,7,8, 1 more 1 less Make pairs Explore odd and even Make doubles to 8 Combine two groups Length, Height & Time Explore & compare height Explore & compare length Talk about time Order and sequence time Building 9 & 10 Identify & find 9,10 Compare numbers to 10 Represent 9,10 1 more 1 less Composition to 10	To 20 & Beyond Build numbers beyond 10 Continue number patterns beyond 10 Verbally count beyond 20 How Many Now? Adding more Take away Problem solving Manipulate, Compose & Decompose Manipulate shapes Compose & decompose shapes Copy 2D & 3D pictures Sharing & Grouping Explore sharing & grouping Explore even & odd sharing Explore doubles Visualise, Build & Map Explore repeating patterns Create rules for repeating patterns Describe position Give instructions Explore mapping Represent maps with models Create maps Make Connections Deepen understanding of numbers to 20 Explore patterns and relationships of numbers to 20

		Bonds to 10 Doubles to 10 Explore odd & even Explore 3D Shapes Recognise & name 3D shapes Explore 3D shapes in the environment Copy, continue and explore more complex patterns	
Understanding of the world	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Children will know about family structures and be able to talk about who is part of their family.</p> <p>Children will be able to talk about their home and who lives with them.</p> <p>Children will explore similarities and differences between vehicles in the past and now.</p> <p>Geography: People, Culture and Communities Children will know about features of their immediate environment.</p> <p>Children will know that people in other countries may speak different languages.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p> <p>Talk about the life cycle of animals including humans.</p> <p>Talk about where food comes from and bake a bread (Harvest).</p> <p>Children will explore and ask questions about the natural world around them.</p> <p>Begin to understand the effect of changing seasons on the natural world around them.</p>	<p>History: Past and Present Children will know about the past through settings characters and events.</p> <p>Compare and contrast characters from stories, including figures from the past (famous Pirates such as Anne Bonny & Blackbeard)</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Children will know that we have a king who rules our country.</p> <p>Children will be able to say where they live.</p> <p>Children will be able to identify land and sea on a map.</p> <p>Children will know that simple symbols are used to identify features on a map.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Science: The Natural World To use their senses to explore the world around them. Describe what they see, hear and feel outside</p> <p>Plant their own seeds and check how tall the plants grow.</p> <p>Talk about the life cycle of a plant.</p> <p>Continue to understand the effect of changing seasons on the natural world around them.</p>	<p>History: Past and Present Children will know about the past through settings characters and events.</p> <p>Children will talk about past and present events in their lives and what has been read to them.</p> <p>Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community</p> <p>Explore the different jobs that people in our families do.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and recognise some similarities and differences between life in this country and life in other countries.</p> <p>Talk about where food comes from.</p> <p>Children will know some important processes and changes in the natural world, including states of matter.</p> <p>Continue to understand the effect of changing seasons on the natural world around them.</p>

RE/Festivals Our RE curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value differences of individuals and groups within their own communities. Children will have the opportunity to develop their emerging moral and cultural awareness	People, Culture and Communities Being special: where do we belong? Children will know where they belong. They will begin to understand that Christians belong to the church. <i>Sukkot</i> <i>Diwali</i> <i>Epiphany</i>	People, Culture and Communities # Why is Christmas special for Christians? Children will know why Christians perform nativity plays. <i>Advent</i> <i>Hanukkah</i> <i>Christmas</i>	People, Culture and Communities Why is the word God special to Christians? Children will know what Creation teaches Christian's about God. <i>Ash Wednesday/ Shrove Tuesday</i> <i>Lent</i>	People, Culture and Communities Why is Easter special for Christians? To know about who celebrates Easter and what is its significance. <i>St. David's Day</i> <i>Palm Sunday</i> <i>Easter</i>	People, Culture and Communities Which places are special and why? Children will know what the church is and why the local church is linked to our school. Understand that some places are special to members of our community <i>Eid</i> <i>St. George's Day</i> <i>Ascension Day</i>	People, Culture and Communities Which stories are special and why? Children will know what the bible is and some stories that are in it. <i>Summer solstice</i>
Expressive Arts & Design <i>Children to produce a piece of art work each half term to be put into their Learning Journey books to show how their work has developed.</i>	Children will sing and perform nursery rhymes. Listen attentively and move to music. Sing in a group. Develop storylines in their play. Explore and engage in music making and dance and performing solo or in groups Children will experiment with different instruments and their sounds. Children will experiment mixing with colours. Children will experiment with different textures.		Create collaboratively, sharing ideas, resources and skills. Children will create narratives based around stories . Children will safely explore different techniques for joining materials. Children will move in time to the music. Children will make props and costumes for different role play scenarios.		Children will play an instrument following a musical pattern. Children will explore and use a variety of artistic effects to express their ideas and feelings. Children will invent their own narratives, stories and poems . Children will share creations, talk about process and evaluate their work.	

Early Learning Goals – For The End Of The Year – Holistic / Best Fit Judgement

Communication & Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding of The World	Expressive Arts & Design
<p>ELG: Listening, Attention & Understanding</p> <ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> 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 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give 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>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p>	<p>ELG: Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 	<p>ELG: Past & Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture & Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> 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>ELG: Being Imaginative & Expressive</p> <ul style="list-style-type: none"> 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.

using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Building Relationships <ul style="list-style-type: none">• 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.		<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly 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 others.	10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: The Natural World <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants.• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	
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IVINGTON CE PRIMARY AND PRE-SCHOOL

Reaching together... with the fruits of the spirit



Year B

Term	Autumn	Spring	Summer
Values	Faithfulness	Gentleness	Self-Control
Cherry Class Topic Title	Our Class and Our Families (2 weeks) Infinity and Beyond	Penguins & Polar Bears	Castles, Knights and Dragons
Substantive Concept Links	Settlement Religion Agriculture	Kingdom Religion	Invasion Monarchy Agriculture Church
A Story Spark Start	Our Class is a Family Shannon Olsen  Aliens Love Underpants 	Lost and Found Oliver Jeffers 	Look Inside a Castle Conrad Mason & Barry Ablett 
Further Quality Topic Texts	Neil Armstrong- Maria Isabel Sanchez Vegara & Christophe Jacques The Marvellous Moon Map- Teresa Heapy	Lost and Found - Oliver Jeffers The Emperor's Egg - Martin Jenkins Snow Regions- Steve Parker Snow Bear's Surprise- Piers Harper The Ice Bear- Jackie Morris Blue Penguin- Petr Horacek One Day on Our Blue Planet- Ella Bailey	The Kiss that Missed- David Melling The Queen's Knickers by Nicholas Allen The King's Pants- Nicholas Allen The Royal Nappy Nicholas Allen Katie in London- James Mayhew The Royal Nappy- Nicholas Allan Hector and the Big Bad Knight- Alex Smith
Enrichment/ Additional Experiences	Neil Armstrong Moon Landing re-enactment Remembrance Day Harvest Bonfire Night Diwali Children In Need Christmas	SeaLife Centre/Safari Park Chinese New Year Mother's Day Internet Safety Day Science Week Pancake Day World Book Day	Ludlow Castle A King's Tea Party Father's Day Sports Day Transition to Year 1
Forest School The children will have weekly forest school	Conker rockets	Create an igloo using natural materials	Willow Crowns Potions fit for A King

session where they will explore the natural world, the changes in seasons and how to care for their environment			
Communication & Language Whole EYFS focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE times, stories, singing, speech & language interventions, Pie Corbett sessions, EYFS productions, assemblies and weekly interventions	<p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases</p> <p>Listen and talk about stories to build familiarity and understanding</p> <p>Develop social phrases such as saying hello/good morning back to the adults at school</p> <p>Know the names of all of the adults at school</p> <p>Respond appropriately to a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Describe events in some detail</p> <p>Know the words first, then, after that, next, finally.</p> <p>Listen carefully to and learn rhymes, poems and songs.</p> <p>Know and follow along with the actions to a focus song.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</p> <p>Retell stories once they have developed a deep familiarity with the text, some exact repetition and some in their own words.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Know the name of at least two favourite books and the main characters</p> <p>Connect one idea or action to another using a connective.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Describe events in some detail</p> <p>Know a story all the way through including character names and beginning, middle and end.</p> <p>Be able to match rhyming words using puzzle pieces or orally, for example 'hen' and 'pen'</p>
	Learn new vocabulary contexts Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day Learn rhymes, poems, and songs.		Use new vocabulary in different
Personal, Social & Emotional Development	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs</p>	<p>Think about the perspectives of others. Manage their own needs</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>

	Manage their own hand washing and know effective hand washing		Know and talk about the different factors that support their overall health and wellbeing		Identify and moderate their own feelings socially and emotionally.	
	Manage their own toileting needs		Express their feelings verbally to an adult.			
	Know the names of at least 3 children who they like to play with in their class.		Know the phrase 'I can't do it YET'			
	Know how to be a safe pedestrian (link to first school trip)		Express their feelings to an adult or another child.			
			Know how to look after their teeth			
NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year						
	<u>Jigsaw Theme:</u> Being Me in My World To understand how it feels to belong and that we are similar and different To start to recognise and manage my feelings To enjoy working with others to make school a good place to be To understand why it is good to be kind and use gentle hands To begin to understand children's rights and this means we should all be allowed to learn and play To learn what being responsible means	<u>Jigsaw Theme:</u> Celebrating Differences To identify something, I am good at and understand everyone is good at different things To understand that being different makes us all special To know we are all different but the same in some ways To tell you why I think my home is special to me To tell you how to be a kind friend To know which words to use to stand up for myself when someone says or does something unkind	<u>Jigsaw Theme:</u> Dreams and Goals To understand that if I persevere I can tackle challenges To tell you about a time I didn't give up until I achieved my goal To set a goal and work towards it To use kind words to encourage people To understand the link between what I learn now and the job I might like to do when I'm older To say how I feel when I achieve a goal and know it means to feel proud	<u>Jigsaw Theme:</u> Healthy Me To understand that I need to exercise to keep my body healthy To understand how moving and resting are good for my body To know which foods are healthy and not so healthy and can make healthy eating choices To know how to help myself go to sleep and understand why sleep is good for me To wash my hands thoroughly and understand why this is important To know what a stranger is and how to stay safe if a stranger approaches me	<u>Jigsaw Theme:</u> Relationships To identify some of the jobs I do in my family and how I feel like I belong To know how to make friends to stop myself from feeling lonely To think of ways to solve problems and stay friends To start to understand the impact of unkind words To use Calm Me time to manage my feelings To know how to be a good friend	<u>Jigsaw Theme:</u> Changing Me To name part of the body To tell you some things I can do and foods I can eat to be healthy To understand that we all grow from babies to adults To express how I feel about moving to Year 1 To share my memories of the best bits of this year in Reception

Physical Development	PE - Multiskills	PE - Dance	PE – Fitness	PE – Football Fundamentals	PE – Rugby Fundamentals	PE - Athletics
<p>Fine Motor</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation). Provide extra help and guidance when needed.</p> <p>Daily opportunities for fine and gross motor activities</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Children will develop their walking, crawling and climbing in the outdoor environment.</p> <p>Children will begin to learn to push themselves along on the school bikes.</p> <p>Children will know how to stop effectively on the bikes.</p>		<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop balancing on low planks and beams.</p> <p>Children will jump and hop landing safely in the outdoor environment and in PE lessons.</p> <p>Children will know 'One hand holding the pencil and one hand on the paper when mark making.</p> <p>Use a range of tools safely and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Children will know how to retrieve and tidy away the sand and water toys.</p> <p>Children will know to put their arms to the side to balance.</p> <p>Children will show preference for a dominant hand.</p>		<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming</p> <p>Children will develop their skipping and running technique.</p>	
	<p>Develop small motor skills to use tools independently and safely through activities such as threading, manipulating dough, pinching pegs and using tweezers.</p> <p>Develop a secure dominant hand</p> <p>Use a knife, fork and spoon for eating</p> <p>Make snips in paper using scissors</p> <p>Develop comfortable pencil grip and good writing posture</p>		<p>Establish a tripod pencil grip and good posture for writing</p> <p>Cut along a line with scissors</p> <p>Build models with small construction toys with greater control</p> <p>Do my own zip up</p>		<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Refine control when using pencils, scissors or paintbrush.</p> <p>Cut out shapes independently</p> <p>Do buttons up myself</p>	

			<p>Writing short sentences with words with known letter sounds correspondences using capital letter and full stop</p> <p>Writing Tricky Words</p>
	<p>Daily reading in RWI groups</p> <p>Children start on wordless books and then progress in line with their phonics knowledge</p> <p>Daily 15-minute class story time and discussion</p> <p>Sharing books selected by children to take home once a week to develop a love of reading</p>		
Mathematics	<p>Getting to Know You</p> <p>Settling in and routines</p> <p>Match, Sort, Compare</p> <p>Matching objects & pictures</p> <p>Exploring sorting techniques</p> <p>Creating sorting rules</p> <p>Comparing amounts</p> <p>Talk About measure & Patterns</p> <p>Compare size, mass & capacity</p> <p>Explore and create simple patterns</p> <p>It's me 1,2,3</p> <p>Subitise</p> <p>Identify & find 1,2,3</p> <p>Composition of 1,2,3</p> <p>Explore 1 more</p> <p>Explore 1 less</p> <p>Circles & Triangles</p> <p>Identify circles & triangles</p> <p>Compare circles and triangles</p> <p>Describe position</p> <p>1,2,3,4,5</p> <p>Subitise to 5</p> <p>Identify & find 4 & 5</p> <p>Composition of numbers to 5</p> <p>1 more</p> <p>1 less</p> <p>Shapes with 4 Sides</p> <p>Identify and name shapes with 4 sides</p> <p>Combine shapes with 4 sides</p> <p>Explore shapes in the environment</p>	<p>Alive in 5</p> <p>Explore zero</p> <p>Identify & find numbers 0-5</p> <p>Subitise 0-5</p> <p>Represent 0-5</p> <p>Composition of 0-5</p> <p>1 more</p> <p>1 less</p> <p>Mass & Capacity</p> <p>Compare mass</p> <p>Explore capacity</p> <p>Compare capacity</p> <p>Find a balance</p> <p>Growing 6,7,8</p> <p>Identify & find 6,7,8</p> <p>Composition of 6,7,8,</p> <p>1 more</p> <p>1 less</p> <p>Make pairs</p> <p>Explore odd and even</p> <p>Make doubles to 8</p> <p>Combine two groups</p> <p>Length, Height & Time</p> <p>Explore & compare height</p> <p>Explore & compare length</p> <p>Talk about time</p> <p>Order and sequence time</p> <p>Building 9 & 10</p> <p>Identify & find 9,10</p> <p>Compare numbers to 10</p> <p>Represent 9,10</p> <p>1 more</p> <p>1 less</p> <p>Composition to 10</p> <p>Bonds to 10</p> <p>Doubles to 10</p>	<p>To 20 & Beyond</p> <p>Build numbers beyond 10</p> <p>Continue number patterns beyond 10</p> <p>Verbally count beyond 20</p> <p>How Many Now?</p> <p>Adding more</p> <p>Take away</p> <p>Problem solving</p> <p>Manipulate, Compose & Decompose</p> <p>Manipulate shapes</p> <p>Compose & decompose shapes</p> <p>Copy 2D & 3D pictures</p> <p>Sharing & Grouping</p> <p>Explore sharing & grouping</p> <p>Explore even & odd sharing</p> <p>Explore doubles</p> <p>Visualise, Build & Map</p> <p>Explore repeating patterns</p> <p>Create rules for repeating patterns</p> <p>Describe position</p> <p>Give instructions</p> <p>Explore mapping</p> <p>Represent maps with models</p> <p>Create maps</p> <p>Make Connections</p> <p>Deepen understanding of numbers to 20</p> <p>Explore patterns and relationships of numbers to 20</p>

			Explore odd & even Explore 3D Shapes Recognise & name 3D shapes Explore 3D shapes in the environment Copy, continue and explore more complex patterns			
Understanding of The World	History: Past and Present Children will know about their own life story and how they have changed. Children will know about family structures and be able to talk about who is part of their family. Children will be able to talk about their home and who lives with them. Children will know about the past through settings characters and events (Neil Armstrong) Geography: People, Culture and Communities Children will know about features of their immediate environment. Children will know that people in other countries may speak different languages. Science: The Natural World Children will understand the terms ‘same’ and ‘different’. Talk about the life cycle of animals including humans. Talk about where food comes from and bake a bread (Harvest). Children will explore and ask questions about the natural world around them. Begin to understand the effect of changing seasons on the natural world around them.		History: Past and Present Children will know about the past through settings characters and events. Compare and contrast characters from stories, including figures from the past (Scott) Geography: People, Culture and Communities Children will know that there are many countries around the world. Children will be able to say where they live. Children will be able to identify land and sea on a map. Children will know that simple symbols are used to identify features on a map. Recognise some environments that are different to the one in which they live. Science: The Natural World To use their senses to explore the world around them. Describe what they see, hear and feel outside Plant their own seeds and check how tall the plants grow. Children will know some important processes and changes in the natural world, including states of matter. Talk about the life cycle of a plant. Continue to understand the effect of changing seasons on the natural world around them.		History: Past and Present Children will know about the past through settings characters and events. Children will know that we have a king who rules our country. Children will talk about past and present events in their lives and what has been read to them. Children will look at clothes that people wore in the past compared to now Geography: People, Culture and Communities Children will know what jobs there were in castles Children will explore how they got their food Science: The Natural World Children will talk about features of the environment they are in and recognise some similarities and differences between life in this country and life in other countries. Talk about where food comes from. Continue to understand the effect of changing seasons on the natural world around them.	
	RE/Festivals	People, Culture and Communities	People, Culture and Communities #	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities

<p>Our RE curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value differences of individuals and groups within their own communities.</p> <p>Children will have the opportunity to develop their emerging moral and cultural awareness.</p>	<p>Being special: where do we belong?</p> <p>Children will know where they belong.</p> <p>They will begin to understand that Christians belong to the church.</p> <p><i>Sukkot</i> <i>Diwali</i> <i>Epiphany</i></p>	<p>Why is Christmas special for Christians?</p> <p>Children will know why Christians perform nativity plays.</p> <p><i>Advent</i> <i>Hanukkah</i> <i>Christmas</i></p>	<p>Why is the word God special to Christians?</p> <p>Children will know what Creation teaches Christian’s about God.</p> <p><i>Ash Wednesday/ Shrove Tuesday</i> <i>Lent</i></p>	<p>Why is Easter special for Christians?</p> <p>To know about who celebrates Easter and what is its significance.</p> <p><i>St. David’s Day</i> <i>Palm Sunday</i> <i>Easter</i></p>	<p>Which places are special and why?</p> <p>Children will know what the church is and why the local church is linked to our school.</p> <p>Understand that some places are special to members of our community</p> <p><i>Eid</i> <i>St. George’s Day</i> <i>Ascension Day</i></p>	<p>Which stories are special and why?</p> <p>Children will know what the bible is and some stories that are in it.</p> <p><i>Summer solstice</i></p>
<p>Expressive Arts & Design</p> <p><i>Children to produce a piece of art work each half term to be put into their Learning Journey books to show how their work has developed.</i></p>	<p>Children will sing and perform nursery rhymes.</p> <p>Listen attentively and move to music.</p> <p>Sing in a group.</p> <p>Develop storylines in their play.</p> <p>Explore and engage in music making and dance and performing solo or in groups</p> <p>Children will experiment with different instruments and their sounds.</p> <p>Children will experiment mixing with colours.</p> <p>Children will experiment with different textures.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Children will create narratives based around stories</p> <p>. Children will safely explore different techniques for joining materials.</p> <p>Children will move in time to the music.</p> <p>Children will make props and costumes for different role play scenarios.</p>	<p>Children will play an instrument following a musical pattern.</p> <p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Children will invent their own narratives, stories and poems</p> <p>. Children will share creations, talk about process and evaluate their work.</p>			

Early Learning Goals – For The End Of The Year – Holistic / Best Fit Judgement

Communication & Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding of The World	Expressive Arts & Design
<p>ELG: Listening, Attention & Understanding</p> <ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give 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>ELG: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences 	<p>ELG: Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same 	<p>ELG: Past & Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture & Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> • 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>ELG: Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • 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

<p>might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>know right from wrong and try to behave accordingly.</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> • 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. 		<p>and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly 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 others. 	<p>as the other quantity.</p> <ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>and what has been read in class.</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p>move in time with music.</p>
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