

IVINGTON CE PRIMARY AND PRE-SCHOOL



Reaching together... with the fruits of the spirit

Υ	e	a	r	Α
---	---	---	---	---

Term	Autorium	Coving	Summer
Term Autumn Values Patience		Spring 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 FLASHING FIRE ENGINES Tong Ritter And Parker
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 - Jonny Duddle Port Side Pirates - Oscar Seaworthy See Inside Pirate Ships -Rob Lloyd Jones and Jorge Muehle Yo ho ho a Pirating We'll Go - Kaye Umansky and Nick Sharratt	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	Understand how to listen carefully and why listening is important.	Articulate their ideas and thoughts in well-formed sentences.	Listen to and talk about stories to build familiarity and understanding.						
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	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.	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 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 stor		ngs, paying attention to how they sound.						
	Use new vocabulary in different contexts	S Use new vocabulary through the day Engage in Non-fiction books	Learn rhymes, poems, and songs.						

Personal, Social				perseverance in the face of		rspectives of others.
& Emotional	Duild constructive and record	ful valationalaina	cr	allenge.	Manage the	eir own needs
Development	Build constructive and respect	iui reiationsnips.	Manage t	heir own needs	Know and talk abou	it the different factors
	Express their feelings and cons	ider the feelings of	iviariage t	Hell Own Heeds		overall health and
	others.	.a	Know and talk about the	e different factors that support		being
			their overall h	ealth and wellbeing	Ŭ	
	Manage their own hand washing and know					
	effective hand washing		Express their feelings verbally to an adult.		Identify and moderate their own feelings socially and emotionally.	
	Manage their own toilet	ing needs	Know the phrase 'I can't do it YET'		socially and	emotionally.
	Wanage their own toller	ing needs	Trilow the prine	isc realition till		
	Know the names of at least 3 children who they		Express their feelings to an adult or another child.			
	like to play with in their class.					
			Know how to	look after their teeth		
	Know how to be a safe pedestrian (link to first					
	school trip) NB. These state	ements have been s	will apply on an ongoing basis t	proughout the reception	n vear	
			•	117	•	<u> </u>
		gsaw Theme:	Jigsaw Theme:	Jigsaw Theme:	Jigsaw Theme:	Jigsaw Theme:
		Celebrating Differences	Dreams and Goals To understand that if I	Healthy Me To understand that I need to	Relationships To identify some of	Changing Me To name part of the

year **Jigsaw Theme:** Changing Me To name part of the To identify something, I the jobs I do in my feels to belong and that persevere I can tackle exercise to keep my body body we are similar and am good at and challenges healthy family and how I To tell you some different understand everyone is To tell you about a time To understand how moving feel like I belong things I can do and good at different things I didn't give up until I and resting are good for my To know how to foods I can eat to be To start to recognise achieved my goal To understand that body make friends to healthy and manage my being different makes To set a goal and work stop myself from To know which foods are To understand that feelings To enjoy working with us all special towards it healthy and not so healthy feeling lonely we all grow from others to make school To use kind words to and can make healthy eating To think of ways to To know we are all babies to adults different but the same choices solve problems and To express how I feel a good place to be encourage people To understand why it is To understand the link To know how to help myself stay friends in some ways about moving to Year good to be kind and To tell you why I think between what I learn go to sleep and understand To start to understand the To share my use gentle hands my home is special to now and the job I might why sleep is good for me memories of the best To begin to understand me like to do when I'm To wash my hands impact of unkind children's rights and To tell you how to be a older thoroughly and understand words bits of this year in this means we should kind friend To say how I feel when why this is important To use Calm Me Reception all be allowed to learn To know which words I achieve a goal and To know what a stranger is time to manage my to use to stand up for know it means to feel and how to stay safe if a and play feelings To learn what being myself when someone stranger approaches me To know how to be proud responsible means says or does a good friend something unkind

Physical	PE - Multiskills	PE - Dance	PE – Pirate Fitness	PE – Football	PE – Rugby	PE - Athletics
Development				Fundamentals	Fundamentals	
	the school day succe	lls they need to manage essfully: lining up and s, personal hygiene		a range of ball skills including passing, batting, and aiming.	and small apparatus	ly use a range of large s indoors and outside, d in a group.
Fine Motor	queamig, meanime	e, percena rijgiene	Develop balancing on	low planks and beams.	alono and	. III a group.
Continuously	Use their core muscle st	rength to achieve a good			Further develop and	d refine a range of ball
check the process of children's handwriting		a table or sitting on the por		landing safely in the outdoor nd in PE lessons.		ving, catching, kicking, ing, and aiming
(pencil grip and letter formation). Provide extra help		eir walking, crawling and tdoor environment.		nd holding the pencil and one when mark making.		op their skipping and technique.
and guidance when needed.		earn to push themselves school bikes.	drawing and writing, pair	Use a range of tools safely and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		teomique.
Daily opportunities for fine and gross motor activities		to stop effectively on the ces.	Children will know how to	retrieve and tidy away the water toys.		
motor douvillos				ut their arms to the side to ance.		
			Children will show prefer	rence for a dominant hand.		
	independently and safe	or skills to use tools ly through activities such ng dough, pinching pegs		grip and good posture for iting		ntions of a handwriting accurate and efficient.
		tweezers.	Cut along a li	ne with scissors		using pencils, scissors ntbrush.
	Develop a secur	e dominant hand		onstruction toys with greater ntrol	·	es independently
	Use a knife, fork a	nd spoon for eating		own zip up	· ·	ns up myself
	Make snips in pa	per using scissors				,,
		ncil grip and good writing sture				

Literacy	Children will independen the correct way	tly look at a book, hold it	Read individual letters by	saying the sounds for them		story using vocabulary by their book.
		nd blend sounds together	Blend soun	Blend sounds into words		I longer sentences
	to read			nat each represent one sound unds for them		ords and tricky words.
	Children will give mear ma	nings to the marks they ke.		on exception words		vords which are spelt etically.
	Children will learn ho	w to write their name.	with known letter-sound co	sentences made up of words orrespondences and, where		how to write a short stop and capital letter.
	Soul		•	v exception words. es using recently introduced		e to answer questions ney have read.
	Children will engage a range o	nd enjoy an increasing f books.		bulary.		poks matched to their
		ead captions and short		ught digraphs in words and unds together.	phonic	s ability.
	sentences. Children will form most letters correctly.		Children will be able to talk about the characters in the books they are reading.		sentences using red	simple phrases and cognisable letters and inds.
	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.		sentence with a full	how to write a short stop and capital letter er spaces.
	Read a few commo	on exception words	Children will begin to write a short sentence. ption words			o read what they have a it makes sense.
Read, Write, Inc Writing Outcomes	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
	Ordering the letters in my	Ordering the letters in my name and name writing		ng to my writing		ng to my writing
	Assign meaning to my writing		Writing initial sounds and	CVC/ CCVC / CVCC words	Writing initial sound	ds and CVC/ CCVC /
		ds and CVC words		the sounds and then writing with letter/s		entifying the sounds
	Spell words by ide		Form lower case	e letters accurately	Form lower case	and capital letters
	Writing simple ph	rases or captions	Writing simple p	hrases or captions	accu	ırately

	Form lower case letters accurately		Form numbers accurately
	1 of the lower base letters decarately	Writing some Red Words	T of it flambors decaratory
		Triuming come riou rioluc	Writing short sentences with words with
			known letter sounds correspondences
			using capital letter and full stop
			3 1
Comprehension			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	
Ba - 4h 4i		ected by children to take home once a week to develop a lov	<u> </u>
Mathematics	Getting to Know You	Alive in 5	To 20 & Beyond
	Settling in and routines	Explore zero	Build numbers beyond 10
	Match, Sort, Compare	Identify & find numbers 0-5	Continue number patterns beyond 10
	Matching objects & pictures	Subitise 0-5	Verbally count beyond 20
	Exploring sorting techniques	Represent 0-5	How Many Now?
	Creating sorting rules Comparing amounts	Composition of 0-5 1 more	Adding more Take away
	Talk About measure & Patterns	1 less	Problem solving
	Compare size, mass & capacity	Mass & Capacity	Manipulate, Compose & Decompose
	Explore and create simple patterns	Compare mass	Manipulate shapes
	It's me 1,2,3	Explore capacity	Compose & decompose shapes
	Subitise	Compare capacity	Copy 2D & 3D pictures
	Identify & find 1,2,3	Find a balance	Sharing & Grouping
	Composition of 1,2,3	Growing 6,7,8	Explore sharing & grouping
	Explore 1 more	Identify & find 6,7,8	Explore even & odd sharing
	Explore 1 less	Composition of 6,7,8,	Explore doubles
	Circles & Triangles	1 more	Visualise, Build & Map
	Identify circles & triangles	1 less	Explore repeating patterns
	Compare circles and triangles	Make pairs	Create rules for repeating patterns
	Describe position	Explore odd and even	Describe position
	1,2,3,4,5	Make doubles to 8	Give instructions
	Subitise to 5	Combine two groups	Explore mapping
	Identify & find 4 & 5	Length, Height & Time	Represent maps with models
	Composition of numbers to 5	Explore & compare height	Create maps
	1 more	Explore & compare length	Make Connections
	1 less	Talk about time	Deepen understanding of numbers to 20
	Shapes with 4 Sides	Order and sequence time	Explore patterns and relationships of
	Identify and name shapes with 4 sides	Building 9 & 10	numbers to 20
	Combine shapes with 4 sides	Identify & find 9,10	
	Explore shapes in the environment	Compare numbers to 10	
		Represent 9,10 1 more	
		1 less	
		Composition to 10	
		Composition to 10	

		D 1 1 10	
		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	
		Copy, continue and explore more complex patterns	
Understanding	History: Past and Present	History: Past and Present	History: Past and Present
of the world	Children will know about their own life story and	Children will know about the past through settings	mstory. I ast and I resent
of the world			Children will know about the post through
	how they have changed.	characters and events.	Children will know about the past through
			settings characters and events.
	Children will know about family structures and be	Compare and contrast characters from stories, including	
	able to talk about who is part of their family.	figures from the past (famous Pirates such as Anne	Children will talk about past and present
		Bonny & Blackbeard)	events in their lives and what has been
	Children will be able to talk about their home and		read to them.
	who lives with them.	Geography: People, Culture and Communities	
	Wife in the William with the Committee of the Committee o	Children will know that there are many countries around	Children will talk about the lives of people
	Children will explore similarities and differences	the world.	around them.
		une world.	around them.
	between vehicles in the past and now.		Occupation Breaks Outtons and
		Children will know that we have a king who rules our	Geography: People, Culture and
	Geography: People, Culture and Communities	country.	Communities
	Children will know about features of their		Children will know about people who help
	immediate environment.	Children will be able to say where they live.	us within the community
	Children will know that people in other countries	Children will be able to identify land and sea on a map.	Explore the different jobs that people in our
	may speak different languages.		families do.
		Children will know that simple symbols are used to	
	Science: The Natural World	identify features on a map.	Science: The Natural World
	Children will understand the terms 'same' and	laoning roataree on a map.	Children will talk about features of the
		Recognise some environments that are different to the	environment they are in and recognise
	'different'.		some similarities and differences between
		one in which they live.	
	Talk about the life cycle of animals including		life in this country and life in other countries.
	humans.	Science: The Natural World	
		To use their senses to explore the world around them.	Talk about where food comes from.
	Talk about where food comes from and bake a	Describe what they see, hear and feel outside	
	bread (Harvest).		Children will know some important
		Plant their own seeds and check how tall the plants	processes and changes in the natural
	Children will explore and ask questions about the	grow.	world, including states of matter.
	natural world around them.	5 - ···	, 5
	Haturar world around them.	Talk about the life cycle of a plant.	Continue to understand the effect of
	Denin to an denotor of the first of the control of	Taik about the life byole of a plant.	changing seasons on the natural world
	Begin to understand the effect of changing	Continue to understand the effect of changing secret	around them.
	seasons on the natural world around them.	Continue to understand the effect of changing seasons on the natural world around them.	around them.
		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	People, Culture and Communities
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	Being special: where do we belong? Children will know where they belong. They will begin to understand that Christians belong to the church. Sukkot Diwali Epiphany	Why is Christmas special for Christians? Children will know why Christians perform nativity plays. Advent Hanukkah Christmas	Why is the word God special to Christians? Children will know what Creation teaches Christian's about God. Ash Wednesday/ Shrove Tuesday Lent	Why is Easter special for Christians? To know about who celebrates Easter and what is its significance. St. David's Day Palm Sunday Easter	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 Eid St. George's Day Ascension Day	Which stories are special and why? Children will know what the bible is and some stories that are in it. Summer solstice
Expressive Arts & Design	Children will sing and p	perform nursery rhymes.	•	aring ideas, resources and ills.		instrument following a pattern.
Children to produce a piece of art work each half term to be put into their Learning			Children will create narratives based around stories . Children will safely explore different techniques for joining materials.		Children will explore and use a variety of artistic effects to express their ideas and feelings. Children will invent their own narratives.	
Journey books to show how their work has developed.			Children will move in time to the music. Children will make props and costumes for different role play scenarios.		. Children will share	oreations, talk about aluate their work.
	Children will experime	ent mixing with colours.				
	Children will experime	nt with different textures.				

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
Attention & Understanding 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. ELG: Speaking Participate in small	ELG: Self-Regulation 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. ELG: Managing Self 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	ELG: Gross Motor Skills 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. Fine Motor Skills 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.	ELG: Comprehension 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. ELG: Word Reading 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. ELG: Writing	ELG: Number 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 ELG: Numerical Patterns 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	ELG: Past & Present 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. ELG: People, Culture & Communities Pescribe 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)	ELG: Creating with Materials 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 ELG: Being Imaginative & Expressive 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 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.		 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 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 	
---	--	--	--	---	---	--



IVINGTON CE PRIMARY AND PRE-SCHOOL



Reaching together... with the fruits of the spirit

Υ	e	а	r	В
---	---	---	---	---

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 FAMILY Aliens Love Underpants Aliens Love Underpants Our Class is a Family Shannon Olsen	Lost and Found Oliver Jeffers Lost and Found Oliver Jeffers	Look Inside a Castle Conrad Mason & Barry Ablett Castle
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 Panet- 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	Understand how to listen carefully and why	Articulate their ideas and thoughts in well-formed	Listen to and talk about stories to build
& 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	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.	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.	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'
	Know and follow along with the actions to a focus song. Learn new vocabulary Listen carefully to rhy contexts Use new vocabulary through the	mes and songs, paying attention to how they sound. day Learn rhymes, poems, and songs.	Use new vocabulary in different
Personal, Social	See themselves as a valuable individual.	Show resilience and perseverance in the face of	Think about the perspectives of others.
& Emotional Development	Build constructive and respectful relationships.	challenge. Manage their own needs	Manage their own needs Know and talk about the different factors
	Express their feelings and consider the feelings of others.	ivianage their own needs	that support their overall health and wellbeing

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)

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

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

Jigsaw Theme: 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

Jigsaw Theme: 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

Jigsaw Theme: Dreams and Goals

To understand that if I persevere I can tackle challenges To tell vou 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

Jigsaw Theme: 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

Jigsaw Theme:Jigsaw Theme:RelationshipsChanging MeTo identify someTo name part of the

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

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	PE - Multiskills	PE - Dance	PE – Fitness	PE – Football	PE – Rugby	PE - Athletics
Development				Fundamentals	Fundamentals	
Fine Motor Continuously check	Further develop the skills school day successfully mealtimes, pe	r: lining up and queuing,	throwing, catching, kicking,	a range of ball skills including passing, batting, and aiming.	Confidently and safely use a range of larg and small apparatus indoors and outside alone and in a group.	
the process of children's handwriting (pencil grip and letter formation). Provide extra help and guidance when needed. Daily opportunities for fine and gross motor activities	climbing in the out Children will begin to le along on the	eir walking, crawling and door environment. earn to push themselves school bikes. to stop effectively on the	Children will jump and hop environment and Children will know 'One hand on the paper. Use a range of tools safely drawing and writing, paint forks and Children will know how to sand and Children will know to pubala	low planks and beams. landing safely in the outdoor id in PE lessons. Ind holding the pencil and one when mark making. If and confidently: pencils for a tbrushes, scissors, knives, id spoons. If etrieve and tidy away the water toys. If their arms to the side to ance. If their arms to the side to ance. If their arms to the side to ance.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming Children will develop their skipping and running technique.	
	threading, manipulating of using two using two develops a secure. Use a knife, fork and Make snips in page.	through activities such as dough, pinching pegs and veezers. e dominant hand and spoon for eating ber using scissors	Establish a tripod pencil wri Cut along a lin Build models with small co	grip and good posture for ting ne with scissors onstruction toys with greater ntrol wn zip up	style which is fast, a Refine control when u or pain Cut out shapes	ions of a handwriting ccurate and efficient. using pencils, scissors atbrush. independently up myself

Literacy		ntly look at a book, hold it and turn pages.	Read individual letters by s	saying the sounds for them	Children will retell a si	
		d blend sounds together to	Blend sound	ds into words	Children will read	
		words.		at each represent one sound ands for them	containing phase 4 words and tricky word	
		nings to the marks they ke.		on exception words	Children will write words which are spelt phonetically.	
Read, Write, Inc		w to write their name.	with known letter-sound co	sentences made up of words orrespondences and, where	Children will know l sentence with a full s	now to write a short top and capital letter.
Writing Outcomes		write some initial sounds.		exception words.	Children will be able	
Willing Gutcomes		enjoy an increasing range ooks.		s using recently introduced oulary.	about what the	
	Children will begin to r sente	read captions and short		ught digraphs in words and unds together.	Children will read books matched to their phonics ability.	
Comprehension	Children will form m	nost letters correctly.		about the characters in the are reading.	Children will write simple phrases and sentences using recognisable letters and sounds.	
	simple cvc words matchin	to read and write some g their phonic knowledge.	Children will write labels/	/[phrases representing the a letter/letters.	Children will know how to write a short sentence with a full stop and capital letter	
	rtead a few commit	on exception words	Children will begin to	write a short sentence.	and finger spaces. Children will learn to read what they have written to check it makes sense.	
	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 all single letter Set 1 sounds	Read all set 1 sounds; blend sounds into words orally
	Ordering the letters in my	y name and name writing	Assign meanin	ng to my writing	Assign meanin	g 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 soun	ds and CVC words		the sounds and then writing with letter/s	Spell words by identifying the sounds	
		ntifying the sounds	Form lower case	letters accurately	Form lower case a	•
		rases or captions ase letters accurately	Writing simple ph	nrases or captions	accur Form numbe	-
	1 3 13.101 0		Writing som	e 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 v	vordless books and then progress in line with their phonics k	knowledge
		Daily 15-minute class story time and discussion	
		cted by children to take home once a week to develop a love	
Mathematics	Getting to Know You	_Alive in 5	To 20 & Beyond
	Settling in and routines	Explore zero	Build numbers beyond 10
	Match, Sort, Compare	Identify & find numbers 0-5	Continue number patterns beyond 10
	Matching objects & pictures	Subitise 0-5	Verbally count beyond 20
	Exploring sorting techniques	Represent 0-5	How Many Now?
	Creating sorting rules	Composition of 0-5	Adding more
	Comparing amounts	1 more	Take away
	Talk About measure & Patterns	1 less	Problem solving
	Compare size, mass & capacity	Mass & Capacity	Manipulate, Compose & Decompose
	Explore and create simple patterns	Compare mass	Manipulate shapes
	It's me 1,2,3	Explore capacity	Compose & decompose shapes
	Subitise	Compare capacity	Copy 2D & 3D pictures
	Identify & find 1,2,3	Find a balance	Sharing & Grouping
	Composition of 1,2,3	Growing 6,7,8	Explore sharing & grouping
	Explore 1 more	Identify & find 6,7,8	Explore even & odd sharing
	Explore 1 less	Composition of 6,7,8,	Explore doubles
	Circles & Triangles	1 more	Visualise, Build & Map
	Identify circles & triangles	1 less	Explore repeating patterns
	Compare circles and triangles	Make pairs	Create rules for repeating patterns
	Describe position	Explore odd and even	Describe position
	1,2,3,4,5	Make doubles to 8	Give instructions
	Subitise to 5	Combine two groups	Explore mapping
	Identify & find 4 & 5	Length, Height & Time	Represent maps with models
	Composition of numbers to 5	Explore & compare height	Create maps
	1 more	Explore & compare length	Make Connections
	1 less	Talk about time	Deepen understanding of numbers to 20
	Shapes with 4 Sides	Order and sequence time	Explore patterns and relationships of
	Identify and name shapes with 4 sides	Building 9 & 10	numbers to 20
	Combine shapes with 4 sides	Identify & find 9,10	
	Explore shapes in the environment	Compare numbers to 10	
		Represent 9,10	
		1 more	
		1 less	
		Composition to 10	
		Bonds to 10	
		Doubles to 10	

			Explore o	dd & even		
			Explore 3			
			Recognise & na			
			Explore 3D shapes			
			Copy, continue and explo	re more complex patterns		
Understanding		t and Present	History: Past		History: Past and Present	
of The World		it their own life story and ive changed.	Children will know about characters		Children will know about the past thro settings characters and events.	
		t family structures and be o is part of their family.	Compare and contrast chara figures from the		Children will know that we have a king v rules our country.	
		alk about their home and with them.	Geography: People, Cu Children will know that there the w	are many countries around	Children will talk about past and preser events in their lives and what has beer read to them.	
	characters and eve	the past through settings nts (Neil Armstrong)	Children will be able t		Children will look at clothes that people wore in the past compared to now	
	Geography: People, Cu	ulture and Communities	Children will be able to iden	tify land and sea on a map.	·	
		eatures of their immediate nment.	Children will know that sir	nnla symbols are used to		ple, Culture and unities
	GIIVIIO	Timent.	identify featur		The state of the s	nat jobs there were in
	Children will know that	people in other countries	, , , , , , , , , , , , , , , , , , , ,		castles	
		erent languages.	Recognise some environme one in which		Children will explore how they got their food	
		Natural World				
		nd the terms 'same' and	Science: The		Onion on The	Natural Walandal
		erent'.	To use their senses to expl Describe what they see		Children will talk al	Natural World oout features of the
	The state of the s	le of animals including nans.	Plant their own seeds and gro	I check how tall the plants w.	environment they are in and recognise some similarities and differences between life in this country and life in other countries.	
		comes from and bake a Harvest).	Children will know some changes in the natural work		Talk about where food comes from.	
		ask questions about the around them.	Talk about the life		Continue to understand the effect of changing seasons on the natural world around them.	
		effect of changing seasons orld around them.	Continue to understand the on the natural wo			
	People, Culture and	People, Culture and	People, Culture and	People, Culture and	People, Culture	People, Culture
RE/Festivals	Communities	Communities #	Communities	Communities	and Communities	and Communities

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.	Being special: where do we belong? Children will know where they belong. They will begin to understand that Christians belong to the church. Sukkot Diwali Epiphany	Why is Christmas special for Christians? Children will know why Christians perform nativity plays. Advent Hanukkah Christmas	Why is the word God special to Christians? Children will know what Creation teaches Christian's about God. Ash Wednesday/ Shrove Tuesday Lent	Why is Easter special for Christians? To know about who celebrates Easter and what is its significance. St. David's Day Palm Sunday Easter	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 Eid St. George's Day Ascension Day	Which stories are special and why? Children will know what the bible is and some stories that are in it. Summer solstice
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.	Sing in Sing in Develop storyling Explore and engage in rand performing sind performing sind their Children will experiment and their Children will experiment	and move to music. a group. nes in their play. music making and dance solo or in groups with different instruments	sk Children will create narrat . Children will safely explo joining n Children will move Children will mops an	aring ideas, resources and ills. tives based around stories ore different techniques for naterials. in time to the music. and costumes for different role enarios.	Children will explore artistic effects to ex feel Children will invent stories a	instrument following a pattern. e and use a variety of press their ideas and ings. their own narratives, and poems creations, talk about aluate their work.

	Earl	y Learning Goals – For	The End Of The Year – H	Iolistic / Best Fit Judge	ement	
Communication & Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding of The World	Expressive Arts & Design
ELG: Listening,	ELG: Self-Regulation	ELG: Gross Motor	ELG:	ELG: Number	ELG: Past & Present	ELG: Creating with
Attention &	Show an	Skills	Comprehension	Have a deep	Talk about the lives	Materials
Understanding	understanding of	 Negotiate space 	Demonstrate	understanding of	of the people around	Safely use and
 Listen attentively 	their own feelings	and obstacles	understanding of	number to 10,	them and their roles	explore a variety of
and respond to	and those of	safely, with	what has been	including the	in society.	materials, tools
what they hear	others, and begin	consideration for	read to them by	composition of	Know some	and techniques,
with relevant	to regulate their	themselves and	retelling stories	each number.	similarities and	experimenting with
questions,	behaviour	others.	and narratives	Subitise	differences between	colour, design,
comments and	accordingly.	Demonstrate	using their own	(recognise	things in the past	texture, form and
actions when	Set and work	strength, balance	words and recently	quantities without	and now, drawing on	function.
being read to and	towards simple	and coordination	introduced	counting) up to 5.	their experiences	Share their
during whole class	goals, being able	when playing.	vocabulary.	Automatically	and what has been	creations,
discussions and	to wait for what	Move	Anticipate	recall (without	read in class.	explaining the
small group	they want and	energetically, such	(where	reference to	Understand the	process they have
interactions.	control their	as running,	appropriate) key	rhymes, counting	past through	used.
 Make comments 	immediate	jumping, dancing,	events in stories.	or other aids)	settings, characters	Make use of
about what they	impulses when	hopping, skipping	Use and	number bonds up	and events	props and
have heard and	appropriate. • Give	and climbing.	understand	to 5 (including	encountered in	materials when
ask questions to	focused attention	•	recently introduced	subtraction facts)	books read in class	role playing
clarify their	to what the teacher	Fine Motor Skills	vocabulary during	and some	and storytelling.	characters in
understanding.	says, responding		discussions about	number bonds to		narratives and
Hold	appropriately even	Hold a pencil	stories, non-fiction,	10, including	ELG: People, Culture	stories
conversation when	when engaged in	effectively in	rhymes and	double facts	& Communities	• FLO: Being
engaged in back-	activity, and show	preparation for	poems and during	FI C. N	December 45 air	ELG: Being
and-forth	an ability to follow	fluent writing –	role play.	ELG: Numerical	Describe their	Imaginative &
exchanges with	instructions	using the tripod		Patterns	immediate	Expressive
their teacher and	involving several	grip in almost all	El C. Ward Banding	\	environment using	Invent, adapt and
peers.	ideas or actions.	cases.	ELG: Word Reading	Verbally count	knowledge from	recount narratives
	El C: Managing Salf	Use a range of small tools, including	Cov a sound for	beyond 20,	observation,	and stories with
ELG: Speaking	ELG: Managing SelfBe confident to try	tools, including	Say a sound for each letter in the	recognising the	discussion, stories,	peers and their
Participate in small	new activities and	scissors, paintbrushes and cutlery. • Begin to	alphabet and at	pattern of the	non-fiction texts and	teacher. • • Sing a range of
group, class and	show		least 10 digraphs.	counting system.	maps. • • Know some	well-known nursery
one-to-one		show accuracy and	Read words	Compare quantities up to	similarities and	•
discussions,	independence, resilience and	care when drawing.	consistent with	10 in different	differences between	rhymes and songs. • Perform songs,
offering their own	perseverance in		their phonic	contexts,	different religious	rhymes, poems and
ideas, using	the face of		knowledge by	recognising when	and cultural	stories with others,
recently introduced	challenge.		sound-blending.	one quantity is	communities in this	and (when
vocabulary.	Explain the		Read aloud	greater than, less	country, drawing on	appropriate) try to
Offer explanations for why things	reasons for rules,		simple sentences	than or the same	their experiences	appropriate) try to
for why things	Todoons for fulco,		Jimpic Jentences	than or the same	Their experiences	

might happen,
making use of
recently introduced
vocabulary from
stories, non-fiction
rhymes and
poems when
appropriate.
Express their ideas
and feelings about
their experiences
using full sentences,
including use of past,
present and future
tenses and making
use of conjunctions,
with modelling and
support from their
teacher.

- 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.

ELG: Building Relationships

- 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.

and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- 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.

as the other quantity.
• Explore an

• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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.

ELG: The Natural World

- 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

move in time with music.