

The Oaks Community Primary School

Reception Curriculum 2022-2023

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Key Question	What lives in your garden?	Are all animals the same?	What makes a hero a hero?	Why are plants important?	What is it like to live in a castle?	How can we keep our world healthy?
	Cultural Capital Strands	Courage Aspirational	Independence Hopeful	Curiosity Community	Compassion Motivation	Confidence Happy	Determined Individuality
	Key Events	21st September: Autumn	31st October: Halloween 5th November: Bonfire Night 11th November: Remembrance Day 4th November: Diwali 25th November: Thanks Giving 1st December: Advent 21st December: Winter 25th December: Christmas 26th December: St Stephen's Day	1st January: New Years Day 25th January: Burns Night 1st February: Chinese New Year 14th February: Valentine's Day	1st March: St David's Day 1st March: Pancake Day 8th March: International Women's Day 14th March: Mother's Day 17th March: St Patrick's Day 21st March: Spring 1st April: April Fools 15nd April: Good Friday 17th April: Easter Sunday	21st April: Queen's Birthday 5th June: Environment day	20th June: Father's Day 21st June: Summer 13th July: Eid Mubarak

			31st December: New Years Eve		23rd April: St Georges Day		
Trips and Visitors	Farm Zoo	Pantomime	Superhero fancy dress day Dentist/doctor visit HGV visit Ambulance station trip Fire engine visit PCSO visit NHS visit	Castle Local Woods	Forest School	Beach school Zoo Blue Planet	
Steps 2 Read	Friendship and Animals <i>Comprehension</i> Recall of familiar stories and rhymes Listening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers C&L: Learn new vocabulary	Stars and Space <i>Comprehension</i> Recall of familiar stories and rhymes Listening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers C&L: Learn new vocabulary C&L: Engage in storytimes	Superhero <i>Comprehension</i> Recall of familiar stories and rhymes Using story language and vocabulary with accompanying actions to retell stories C&L: Learn new vocabulary C&L: Engage in storytimes	Traditional Tales <i>Comprehension</i> Repeating, revisiting and retelling stories Sequencing main events in a story using props/illustrations Using story language and vocabulary with accompanying actions to retell stories C&L: Learn new vocabulary	Growing <i>Comprehension</i> Extending language and vocabulary development C&L: Learn new vocabulary C&L: Engage in storytimes C&L: Listen to and talk about stories to build familiarity and understanding	Seaside <i>Comprehension</i> Making connections with own experiences C&L: Learn new vocabulary C&L: Engage in storytimes C&L: Listen to and talk about stories to build familiarity and understanding C&L: Engage in non-fiction books	

		<p>C&L: Engage in storytimes</p> <p>C&L: Listen to and talk about stories to build familiarity and understanding</p> <p>C&L: Engage in non-fiction books</p> <p>C&L: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Predict, discuss</p>	<p>C&L: Listen to and talk about stories to build familiarity and understanding</p> <p>C&L: Engage in non-fiction books</p> <p>C&L: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Sequence</p>	<p>C&L: Listen to and talk about stories to build familiarity and understanding</p> <p>C&L: Engage in non-fiction books</p> <p>C&L: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Grapheme, phoneme</p>	<p>C&L: Engage in storytimes</p> <p>C&L: Listen to and talk about stories to build familiarity and understanding</p> <p>C&L: Engage in non-fiction books</p> <p>C&L: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Structure</p>	<p>C&L: Engage in non-fiction books</p> <p>C&L: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Question</p>	<p>C&L: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Syllable</p>
Read 2 Write	<p>The Something</p> <p><i>A losing story</i></p> <p>To tell, draw and label a losing story</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Star in a Jar</p> <p><i>A finding story</i></p> <p>To tell and write phrases for a finding story</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Juniper Jupiter</p> <p><i>A superhero story</i></p> <p>To tell and write a superhero story - beginning, middle and end</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>Little Red</p> <p><i>A traditional tale</i></p> <p>To tell and write a traditional tale using "once upon a time" and "the end"</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>The Extraordinary Gardener</p> <p><i>A transformational story</i></p> <p>To tell and write a transformational story</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>The Storm Whale</p> <p><i>A friendship story</i></p> <p>To tell and write a friendship story</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>L: Write short sentences with words with known</p>	

		<p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>L: Re-read what they have written to check that it makes sense</p> <p>Letter</p> <p><i>Animal information</i></p> <p>To create an animal fact sheet</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>L: Re-read what they have written to check that it makes sense</p> <p>Word</p> <p><i>Poster to find a lost star</i></p> <p>To inform (and describe)</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>L: Re-read what they have written to check that it makes sense</p> <p>Sentence</p> <p><i>A letter wanting to be a sidekick</i></p> <p>To persuade</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>L: Re-read what they have written to check that it makes sense</p> <p>Full stop</p> <p><i>How to trap an animal</i></p> <p>To explain</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>L: Write short sentences with words</p>	<p>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>L: Re-read what they have written to check that it makes sense</p> <p>Capital letter</p> <p><i>How to grow a garden plant/vegetable</i></p> <p>To instruct</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>sound-letter correspondences using a capital letter and full stop</p> <p>L: Re-read what they have written to check that it makes sense</p> <p>Question mark</p> <p><i>Sea creature poems</i></p> <p>To describe using adjectives and adverbs</p> <p>C&L: Use new vocabulary through the day</p> <p>C&L: 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>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>L: Re-read what they have written to check that it makes sense</p> <p>Question mark</p>
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		<p>L: Re-read what they have written to check that it makes sense</p> <p>Letter</p>	<p>L: Re-read what they have written to check that it makes sense</p> <p>Word</p>	<p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>L: Re-read what they have written to check that it makes sense</p> <p>Sentence</p>	<p>with known sound-letter correspondences using a capital letter and full stop</p> <p>L: Re-read what they have written to check that it makes sense</p> <p>Full stop</p>	<p>L: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>L: Re-read what they have written to check that it makes sense</p> <p>Capital letter</p>	
Phonics	<p>Set 1</p> <p><i>20 Minutes</i></p> <p><i>Whole Class</i></p> <p>October = Know most of Set 1 and begin to blend (Set 1B)</p> <p>By the end of A1: First 25 sounds</p> <p>PD: Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Set 1</p> <p><i>20 Minutes</i></p> <p><i>Whole Class</i></p> <p>December = Know Set 1 and blending (Set 1C)</p> <p>By the end of A2: Consolidate first 25 sounds, learn Set 1 special friends</p> <p>PD: Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Set 1</p> <p><i>Groups</i></p> <p><i>30 Minutes</i></p> <p>February = Ditties</p> <p>By the end of Sp1: rest of set 1</p> <p>PD: Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>L: Read some letter groups that each represent one sound</p>	<p>Set 1/Set 2</p> <p><i>Groups</i></p> <p><i>30 Minutes</i></p> <p>April = Red</p> <p>By the end of Sp2: Consolidate first 31 sounds</p> <p>PD: Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>L: Read some letter groups that each</p>	<p>Set 1/Set 2</p> <p><i>Groups</i></p> <p><i>40 Minutes</i></p> <p>May = Green</p> <p>By end of Su1: Set 1 additional digraphs</p> <p>PD: Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>L: Read some letter groups that each represent one sound</p>	<p>Set 1/Set 2</p> <p><i>Groups</i></p> <p><i>40 Minutes</i></p> <p>July = Green/Purple</p> <p>By end of Su2: Set 2 sounds 36 - 44</p> <p>PD: Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>L: Read some letter groups that each</p>	

		<p>L: Read individual letters by saying the sounds for them</p> <p>Grapheme, phoneme</p>	<p>L: Read individual letters by saying the sounds for them</p> <p>L: Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>L: Read some letter groups that each represent one sound and say sounds for them</p> <p>Grapheme, phoneme</p>	<p>and say sounds for them</p> <p>L: Read a few common exception words matched to the school's phonic programme</p> <p>Grapheme, phoneme</p>	<p>represent one sound and say sounds for them</p> <p>L: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>L: Spell words by identifying the sounds and then writing the sound with letter(s)</p> <p>Grapheme, phoneme</p>	<p>and say sounds for them</p> <p>L: Form lower-case and capital letters correctly</p> <p>L: Spell words by identifying the sounds and then writing the sound with letter(s)</p> <p>Grapheme, phoneme</p>	<p>represent one sound and say sounds for them</p> <p>L: Form lower-case and capital letters correctly</p> <p>L: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Grapheme, phoneme</p>
Maths	<p>Numbers 0 to 3</p> <p><i>Cardinality and Counting</i></p> <p><i>Comparison</i></p> <p><i>Composition</i></p> <p><i>Pattern and Numerical Patterns</i></p> <p><i>Shape, Space and Measure</i></p> <p>Have a strong understanding of numbers up to 3</p> <p>Know what zero represents</p> <p>Know some 2D shapes</p>	<p>Numbers 3 to 6</p> <p><i>Cardinality and Counting</i></p> <p><i>Comparison</i></p> <p><i>Composition</i></p> <p><i>Pattern and Numerical Patterns</i></p> <p><i>Shape, Space and Measure</i></p> <p>Have a strong understanding of numbers up to 6</p> <p>Begin to understand halving and doubling</p>	<p>Numbers 6 - 9</p> <p><i>Cardinality and Counting</i></p> <p><i>Comparison</i></p> <p><i>Composition</i></p> <p><i>Pattern and Numerical Patterns</i></p> <p><i>Shape, Space and Measure</i></p> <p>Have a strong understanding of numbers up to 9</p> <p>Know the order in which numbers are</p>	<p>Numbers 10 and Over</p> <p><i>Cardinality and Counting</i></p> <p><i>Comparison</i></p> <p><i>Composition</i></p> <p><i>Pattern and Numerical Patterns</i></p> <p><i>Shape, Space and Measure</i></p> <p>Explore numbers above 10</p> <p>Have an understanding of time and how we can measure it</p>	<p>Numbers 10 and Over</p> <p><i>Cardinality and Counting</i></p> <p><i>Comparison</i></p> <p><i>Composition</i></p> <p><i>Pattern and Numerical Patterns</i></p> <p><i>Shape, Space and Measure</i></p> <p>Be able to count to 20 independently</p>	<p>Numbers 10 and Over</p> <p><i>Cardinality and Counting</i></p> <p><i>Comparison</i></p> <p><i>Composition</i></p> <p><i>Pattern and Numerical Patterns</i></p> <p><i>Shape, Space and Measure</i></p> <p>Continue and create complex patterns</p> <p>Know the properties of some 2D and 3D shapes</p>	

		<p>M: Count objects, actions and sounds</p> <p>M: Subitise</p> <p>M: Link the number symbol (numeral) with its cardinal number value</p> <p>M: Compare numbers</p> <p>M: Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Subitise, zero, counting</p>	<p>Use concrete resources to calculate number bonds to 5</p> <p>Be able to create and continue a simple patterns</p> <p>Subitise numbers to 5</p> <p>M: Count objects, actions and sounds</p> <p>M: Subitise</p> <p>M: Link the number symbol (numeral) with its cardinal number value</p> <p>M: Compare numbers</p> <p>M: Continue, copy and create repeating patterns</p> <p>Pattern, halving, doubling, greater than, less than, bigger, smaller</p>	<p>Be able to state one more and one less than a given number</p> <p>Begin to weigh, measure and compare</p> <p>M: Understand the one more than/one less than relationship between consecutive numbers</p> <p>M: Explore the composition of numbers to 10</p> <p>M: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>M: Compare length, weight and capacity</p> <p>Length, weight, capacity, measure, shape, number bond</p>	<p>Understand how to partition numbers in different ways</p> <p>Know some number bonds to 10</p> <p>M: Explore the composition of numbers to 10</p> <p>M: Automatically recall number bonds for numbers 0-10</p> <p>M: Compare length, weight and capacity</p> <p>Number bond, add, equal, subtract</p>	<p>Know number bonds to 10 without relying on concrete resources</p> <p>Be able to solve simple addition and subtraction sums</p> <p>M: Count objects, actions and sounds</p> <p>M: Subitise</p> <p>M: Link the number symbol (numeral) with its cardinal number value</p> <p>M: Count beyond 10</p> <p>M: Compare numbers</p> <p>Number bond, teen numbers, add, subtract, equal, numeral</p>	<p>M: Count objects, actions and sounds</p> <p>M: Subitise</p> <p>M: Link the number symbol (numeral) with its cardinal number value</p> <p>M: Count beyond 10</p> <p>M: Compare numbers</p> <p>Sum, compare</p>
Music	<p>Me!</p> <p><i>Appraising</i></p> <p>Find the pulse</p> <p>Copy-clap the rhythm of names</p> <p>Explore high sounds and low sounds using voices and glockenspeils</p>	<p>My Stories</p> <p><i>Composing</i></p> <p>Find the pulse as one of the characters from the song</p> <p>Copy-clap the rhythm of small phrases from the songs</p>	<p>Everyone!</p> <p><i>Performing</i></p> <p>Invent ways to find the pulse</p> <p>Copy-clap some rhythms of phrases from the songs</p> <p>Explore high pitch and low pitch in the context of the songs</p>	<p>Our World</p> <p><i>Composing</i></p> <p>Find the pulse and show others your ideas</p> <p>Copy-clap some rhythms of phrases from the songs</p> <p>Explore high pitch and low pitch using the images from the songs</p>	<p>Big Bear Funk</p> <p><i>Performing</i></p> <p>Find a funky pulse</p> <p>Copy-clap 3 or 4 word phrases from the song</p> <p>Keep the beat of the song with a pitched note</p> <p>Add pitched notes to the rhythm of the</p>	<p>Reflect, Rewind & Replay</p> <p><i>Appraising</i></p> <p>Revise existing</p> <p>C&L: Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>C&L: Learn rhymes, poems and songs</p>	

		<p>C&L: Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>C&L: Learn rhymes, poems and songs</p> <p>EAD: Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>EAD: Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Appraising, pulse, rhythm, tempo</p>	<p>Explore high pitch and low pitch in the context of the songs</p> <p>Invent a pattern to go with a song using one note</p> <p>C&L: Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>C&L: Learn rhymes, poems and songs</p> <p>EAD: Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>EAD: Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Pitch, high, low, pattern, perform</p>	<p>Use the starting note to explore melodic patterns using one or two notes</p> <p>EAD: Explore and engage in music making and dance, performing solo or in groups</p> <p>C&L: Learn rhymes, poems and songs</p> <p>EAD: Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Melody, note, chord, solo, ensemble</p>	<p>Use the starting note to explore melodic patterns using one or two notes</p> <p>EAD: Explore and engage in music making and dance, performing solo or in groups.</p> <p>EAD: Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>EAD: Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Pitch, high, low, compose, lyrics</p>	<p>words of phrases in the song</p> <p>Enjoy playing patterns using a combination of an of the three notes C, D and E</p> <p>EAD: Explore and engage in music making and dance, performing solo or in groups</p> <p>EAD: Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>EAD: Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Beat, pitch, pattern</p>	<p>EAD: Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Appraising, harmony, improvise</p>
Art	<p>Printing</p> <p><i>Painting</i></p> <p><i>Printing</i></p> <p>Objectives</p> <p>EAD: Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Diwali Candles</p> <p><i>Painting</i></p> <p>3D</p> <p>Objectives</p> <p>EAD: Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Paint Program to Design Superhero Emblem</p> <p><i>Painting</i></p> <p>3D</p> <p><i>Use of IT</i></p> <p>Objectives</p>	<p>Painting Flowers</p> <p><i>Drawing</i></p> <p><i>Painting</i></p> <p><i>Knowledge</i></p> <p>Objectives</p> <p>PD: Develop their small motor skills so that they can use a range of</p>	<p>Weaving Patterns</p> <p><i>Textiles</i></p> <p><i>Knowledge</i></p> <p>Objectives</p> <p>EAD: Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Under the Sea Collage</p> <p><i>Drawing</i></p> <p><i>Textiles</i></p> <p><i>Collage</i></p> <p>Objectives</p>	

		Printing, pattern, painting, primary colours	Clay, model, mould, shape, structure	<p>EAD: Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>EAD: Return to and build on their previous learning, refining idea and developing their ability to represent them</p> <p>EAD: Create collaboratively, sharing ideas, resources and skills</p> <p>Program, brushes, fill, design, edit</p>	<p>tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)</p> <p>EAD: Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Primary colours, secondary colours, brush, stroke, watercolours, artist</p>	<p>EAD: Return to and build on their previous learning, refining idea and developing their ability to represent them</p> <p>EAD: Create collaboratively, sharing ideas, resources and skills</p> <p>Weaving, materials, thread, fabric, artist</p>	<p>EAD: Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>EAD: Return to and build on their previous learning, refining idea and developing their ability to represent them</p> <p>EAD: Create collaboratively, sharing ideas, resources and skills</p> <p>Materials, texture, attach, combine</p>
D&T	<p>Introducing Snack Area</p> <p><i>Developing, Planning and Communicating Ideas</i></p> <p><i>(Cooking and Nutrition)</i></p> <p>Have ideas for snack area, communicate what they want to do, plan using pictures and words</p> <p>PD: Develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing,</p>	<p>Christmas Decorations</p> <p><i>Evaluating Processes and Products</i></p> <p><i>(Textiles)</i></p> <p>Be able to talk about their own work and work that is done by others</p> <p>EAD: Return to and build on their previous learning, refining idea and developing their ability to represent them</p> <p>Product, decoration, evaluate</p>	<p>Making a Telescope</p> <p><i>Evaluating Processes and Products</i></p> <p><i>(Mechanisms)</i></p> <p>Be able to describe how a telescope works</p> <p>EAD: Return to and build on their previous learning, refining idea and developing their ability to represent them</p> <p>Telescope, design, use, purpose</p>	<p>Making a Plant Pot</p> <p><i>Working with Tools, Equipment, Materials and Components to Make Quality Products</i></p> <p><i>(Use of Materials)</i></p> <p>Be able to make a structure using different materials</p> <p>Be able to make their structure strong if it needs to be</p> <p>EAD: Return to and build on their previous learning, refining idea and developing their ability to represent them</p>	<p>Bug Hotels</p> <p><i>Working with Tools, Equipment, Materials and Components to Make Quality Products</i></p> <p><i>(Use of Materials)</i></p> <p>Explain what they are making and what tools they are using</p> <p>EAD: Return to and build on their previous learning, refining idea and developing their ability to represent them</p>	<p>Junk Modelling</p> <p><i>Developing, Planning and Communicating Ideas</i></p> <p><i>(Construction)</i></p> <p>Select appropriate resources and tools for their projects</p> <p>Make a simple plan before making an object</p> <p>EAD: Create collaboratively, sharing ideas, resources and skills</p> <p>Construction, tools, resources, plan, design</p>	

		<p>paintbrushes, scissors, knives, forks and spoons)</p> <p>PD: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Hygiene, safety, kitchen, utensil</p>			<p>Structure, design, strength, evaluate</p>	<p>EAD: Create collaboratively, sharing ideas, resources and skills</p> <p>Tools, product, structure, design</p>	
	<p>RE</p> <p>Places of Worship</p> <p><i>Knowledge About and Understand</i></p> <p>Name and describe places of worship</p> <p>UTW: Understand that some places are special to members of their community</p> <p>Church, mosque, gurdwara, mandir, wat, synagogue</p>	<p>The Christmas Story</p> <p><i>Knowledge About and Understand</i></p> <p>Retell and give meaning to The Christmas Story as Christians believe it</p> <p>C&L: Describe events in some detail</p> <p>Jesus, Christmas, Christian</p>	<p>Community</p> <p><i>Express and Communicate</i></p> <p>Observe and recount different ways of expressing identity and belonging and how people may choose to show this through their clothing</p> <p>UTW: Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Community, religion</p>	<p>God</p> <p><i>Express and Communicate</i></p> <p>Notice and respond sensitively to some similarities and differences between religions linked to their belief in a God</p> <p>UTW: Recognise that people have different beliefs and celebrate special times in different ways</p> <p>God, Allah</p>	<p>Right and Wrong</p> <p><i>Gain and Deploy Skills</i></p> <p>Begin to question what is right and wrong, and express their ideas and opinions in response</p> <p>C&L: Ask questions to find out more and to check they understand what has been said to them</p> <p>PSED: See themselves as a valuable individual</p> <p>PSED: Think about the perspectives of others</p> <p>Right, wrong, decision</p>	<p>Religious Music</p> <p><i>Gain and Deploy Skills</i></p> <p>Be able to express their own ideas and opinions in response to music or art</p> <p>UTW: Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Music, instrument, opinion</p>	
	<p>Geography</p> <p>Bear Hunt</p> <p><i>Physical Geography</i></p>	<p>Map of the World</p>	<p>Hot and Cold Places</p>	<p>Weather</p>	<p>United Kingdom</p>	<p>Ellesmere Port</p> <p><i>Geographical Enquiry</i></p>	

		<p>Describe school grounds using words and pictures</p> <p>Name key features</p> <p>UTW: Explore the natural world around them</p> <p>Forest, woods, grass, mud, river, deep, wide, cave</p>	<p>Geographical Knowledge</p> <p>Be able to identify the equator, north pole and south pole on a map or atlas</p> <p>UTW: Draw information from a simple map</p> <p>Map, atlas, north pole, south pole, equator</p>	<p>Human Geography</p> <p>Explain why we wear different clothes during the different seasons of the year</p> <p>Describe what clothes they would wear in hot and cold places</p> <p>UTW: Explore the natural world around them</p> <p>UTW: Recognise some environments that are different to the one in which they live</p> <p>Hot, cold, country, weather, temperature</p>	<p>Geographical Enquiry</p> <p>Be able to keep a weather chart to track the weather in their local environment</p> <p>Ask and answer questions about the weather</p> <p>UTW: Explore the natural world around them</p> <p>UTW: Recognise some environments that are different to the one in which they live</p> <p>Season, weather, rain gauge, sun, rain, wind, storm, snow, sleet, hail</p>	<p>Geographical Knowledge</p> <p>Be able to name the four countries that make up the United Kingdom</p> <p>Name some of the main towns that make up the United Kingdom</p> <p>UTW: Draw information from a simple map</p> <p>United Kingdom, country, England, Scotland, Ireland, Wales, city, town, London</p>	<p>Be able to say what they like about their town</p> <p>Be able to think of questions they can ask about their town</p> <p>UTW: Explore the natural world around them</p> <p>Town, local, Ellesmere Port</p>
History	<p>Dinosaurs</p> <p><i>Chronological Understanding</i></p> <p>Recognise that dinosaurs were around long before people and understand that there were different types of dinosaurs</p> <p>UTW: Comment on images of familiar situations in the past</p> <p>Dinosaur, carnivore, herbivore, types of dinosaur</p>	<p>Remembrance Day</p> <p><i>Knowledge and Interpretation</i></p> <p>Recognise that we celebrate certain events because of what happened years ago</p> <p>Able to understand and explain why we celebrate Remembrance Day and understand the importance of this day</p> <p>C&L: Describe events in some detail</p> <p>UTW: Compare and contrast characters</p>	<p>Neil Armstrong</p> <p><i>Knowledge and Interpretation</i></p> <p>Understand that some individuals have helped our lives be better today</p> <p>Understand the importance of the first moon landing the important people linked to this discovery</p> <p>UTW: Comment on images of familiar situations in the past</p>	<p>Egyptians</p> <p><i>Historical Enquiry</i></p> <p>Understand that some objects are old and some are new</p> <p>Be able to ask and answer questions about old objects</p> <p>UTW: Compare and contrast characters from stories, including figures from the past</p> <p>Egyptians, artefacts, old, new</p>	<p>The Royal Family</p> <p><i>Knowledge and Interpretation</i></p> <p>Understand that we have a Queen and what her role is</p> <p>Know that Britain has had a king or queen for many years</p> <p>UTW: Comment on images of familiar situations in the past</p> <p>Royal, Queen, King, national anthem, kingdom, country</p>	<p>Development of Technology</p> <p><i>Chronological Understanding</i></p> <p>Understand that there have been changes in the world since they have been born</p> <p>Know that technology has only been developed recently and have an understanding of what technology was available 50 years ago</p> <p>UTW: Comment on images of familiar situations in the past</p>	

			<p>from stories, including figures from the past</p> <p>Soldier, war, poppy, remembrance, army</p>	<p>UTW: Compare and contrast characters from stories, including figures from the past</p> <p>Space, astronaut, rocket ship, gravity, moon, apollo</p>			<p>Technology, develop, discovery</p>
PE	<p>Locomotion: Walking and Jumping</p> <p><i>Acquiring and Developing Skills</i></p> <p>Coping actions, repeat actions, move with control and care</p> <p>PD: Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)</p> <p>Walk, roll, crawl, jump, hop, run, skip</p>	<p>Ball Skills: Hands 1</p> <p><i>Evaluating and Improving</i></p> <p>Be able to talk and describe what they have done during the session</p> <p>PD: Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p> <p>PD: Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Throw, catch, kick, pass, bat, aim</p>	<p>Gymnastics: High, Low, Over, Under</p> <p><i>Gymnastics</i></p> <p>Be able to control their body through balancing, rolls, travelling, climbing and stretching in a safe manner</p> <p>PD: Progress towards a more fluent style of moving, with developing control and grace</p> <p>PD: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>PD: Confidently and safely use a range of large and small apparatus indoors and</p>	<p>Dance: Nursery Rhymes</p> <p><i>Dance</i></p> <p>Move to music, copy some dance moves and make up a short routine while moving round the space safely</p> <p>PD: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>PD: Combine different movements with ease and fluency</p> <p>Routine, combination</p>	<p>Ball Skills: Feet 1</p> <p><i>Health and Fitness</i></p> <p>Describe how their body feels before, during and after an activity</p> <p>PD: Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p> <p>PD: Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Throw, catch, kick, pass, bat, aim</p>	<p>Games for Understanding: Attack v Defence</p> <p><i>Games</i></p> <p>Be able to roll, throw, hit and catch an object as part of a game</p> <p>PD: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Roll, throw, hit, catch</p>	

			<p>outside, alone and in a group</p> <p>PD: Develop overall body strength, balance, co-ordination and agility</p> <p>Balance, roll, stretch, travel</p>			
Computing	<p>Photos</p> <p><i>Data Retrieving and Organising</i></p> <p>Use a camera or sound recorder to collect photos or sound</p> <p>C&L: Learn new vocabulary</p> <p>C&L: Use new vocabulary throughout the day</p> <p>Capture, image, photograph</p>	<p>Paint</p> <p><i>Data Retrieving and Organising</i></p> <p>Use paint programs to create pictures</p> <p>L: Spell words by identifying the sounds and writing the sound with letters</p> <p>EAD: Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Paint, draw, program</p>	<p>IWB Games</p> <p><i>Algorithms and Programs</i></p> <p>Use a mouse to rearrange objects and pictures on a screen</p> <p>Recognise text, images and sound when using ICT</p> <p>Develop an interest in ICT by using age appropriate websites or programs</p> <p>C&L: Learn new vocabulary</p> <p>C&L: Use new vocabulary throughout the day</p> <p>Program, synchronising</p>	<p>Bee Bots</p> <p><i>Algorithms and Programs</i></p> <p>Begin to use a keyboard see programming</p> <p>Develop an interest in ICT by using age appropriate websites or programs</p> <p>C&L: Learn new vocabulary</p> <p>C&L: Understand how to listen carefully and why listening is important</p> <p>Programme, route, instruction, journey</p>	<p>Typing</p> <p><i>Communicating</i></p> <p>Begin to use a keyboard see programming</p> <p>Develop an interest in ICT by using age appropriate websites or programs</p> <p>L: Spell words by identifying the sounds and writing the sound with letters</p> <p>Keyboard, typing</p>	<p>Sending Emails</p> <p><i>Communicating</i></p> <p>Recognise text, images and sound when using ICT</p> <p>Develop an interest in ICT by using age appropriate websites or programs</p> <p>C&L: Learn new vocabulary</p> <p>C&L: Use new vocabulary throughout the day</p> <p>L: Spell words by identifying the sounds and writing the sound with letters</p> <p>Communication, email address, space bar</p>

	<p>Science</p>	<p>Floating and Sinking</p> <p><i>Everyday Materials</i></p> <p><i>(Performing Tests)</i></p> <p><i>(Recording Findings)</i></p> <p>Children will describe materials using their senses and then making predictions about if they will float or sink</p> <p>C&L: Ask questions to find out more and to check they understand what has been said to them</p> <p>C&L: Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Materials, float, sink, bend, twist, stretch</p>	<p>Forces</p> <p><i>Movement</i></p> <p><i>(Performing Tests)</i></p> <p>Children will be able to describe and show how they can make an object move e.g. push and pull</p> <p>C&L: Ask questions to find out more and to check they understand what has been said to them</p> <p>Force, push, pull, movement</p>	<p>Life Cycles of a Chick</p> <p><i>Animals Including Humans</i></p> <p><i>(Observing Closely)</i></p> <p>Children will learn about and be able to recreate the life cycle chick, talking about the different stages in the process</p> <p>C&L: Ask questions to find out more and to check they understand what has been said to them</p> <p>Chick, hen, egg, lay, hatch, life cycle</p>	<p>Planting Seeds</p> <p><i>Plants</i></p> <p><i>Variation and Classification</i></p> <p><i>(Observing Closely)</i></p> <p><i>(Identifying and Classifying)</i></p> <p>Children will be able to name and label the main parts of a plant</p> <p>Children will understand the main resources needed for a plant to grow</p> <p>Children will be able to recognise the different between deciduous and evergreen trees</p> <p>C&L: Ask questions to find out more and to check they understand what has been said to them</p> <p>UTW: Understand the effect of changing seasons on the natural world around them</p> <p>UTW: Explore the natural world around them</p>	<p>Sources of Light</p> <p><i>Electricity</i></p> <p><i>Light</i></p> <p><i>(Identifying and Classifying)</i></p> <p>Name and identify sources of light, and compare sources of light</p> <p>Recognise that electricity is an important source of light</p> <p>C&L: Ask questions to find out more and to check they understand what has been said to them</p> <p>Bright, dull, dark, light</p>	<p>Planets and Space</p> <p><i>The Earth and Beyond</i></p> <p><i>(Observing Closely)</i></p> <p>Children will be able to name and recognise some of the different planets in our solar system</p> <p>C&L: Ask questions to find out more and to check they understand what has been said to them</p> <p>Planet, sun, moon, Earth, solar system, space</p>
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					<p>UTW: Describe what they see, hear and feel whilst outside</p> <p>UTW: Explore the natural world around them</p> <p>Stem, petal, leaf, root, soil, nutrients, water, sunlight</p>		
<p>PSHE</p>	<p>Relationships</p> <p><i>Families and Friendships</i></p> <p>Understand the roles of different people in our lives</p> <p>Recognise what privacy means, how we can stay safe and our ability to give consent</p> <p>C&L: Ask questions to find out more and to check they understand what has been said to them</p> <p>UTW: Talk about members of their immediate family and community</p> <p>Family, friend, relationship, privacy, consent</p>	<p>Relationships</p> <p><i>Respecting Ourselves and Others</i></p> <p>Learn how our behaviour affects others and how we can be polite and respectful</p> <p>C&L: Ask questions to find out more and to check they understand what has been said to them</p> <p>PSED: See themselves as a valuable individual</p> <p>PSED: Think about the perspectives of others</p> <p>PSED: Build constructive and respectful relationships</p> <p>Respect, polite, relationship</p>	<p>Living in the Wider World</p> <p><i>Belonging to a Community</i></p> <p>Learning how we can look after the environment</p> <p>PSED: See themselves as a valuable individual</p> <p>UTW: Explore the natural world around them</p> <p>Environment, world, care</p>	<p>Living in the Wider World</p> <p><i>Money and Work</i></p> <p>Learn about different job roles within the community</p> <p>PSED: See themselves as a valuable individual</p> <p>UTW: Talk about members of their immediate family and community</p> <p>Job, career, role, community</p>	<p>Health and Wellbeing</p> <p><i>Physical Health and Mental Wellbeing</i></p> <p>Learn how we can keep our body healthy through food and exercise, and how we can stay safe in the sun</p> <p>C&L: Ask questions to find out more and to check they understand what has been said to them</p> <p>PSED: Manage their own needs</p> <p>PD: Know and talk about the different factors that support their overall health and well-being (regular physical eating, healthy eating, toothbrushing, sensible amounts of</p>	<p>Health and Wellbeing</p> <p><i>Growing and Changing</i></p> <p>Recognise what makes each child unique and special and how we can manage our feelings</p> <p>PSED: Express their feelings and consider the feelings of others</p> <p>PSED: Identify and moderate their own feelings socially and emotionally</p> <p>Emotions, feelings, wellbeing</p>	

						<p>screen time, having a good sleep routine, being a safe pedestrian)</p> <p>Health, wellbeing, exercise, nutrition</p>	
MFL	<p>Greetings</p> <p><i>Listening and Responding</i></p> <p>Understand simple greetings</p> <p>UTW: Recognise some similarities and difference between life in this country and life in other countries</p> <p>Hola, buenos dias, adios</p>	<p>Greetings</p> <p><i>Speaking</i></p> <p>Greet others in a foreign language and respond to greetings from other</p> <p>UTW: Recognise some similarities and difference between life in this country and life in other countries</p> <p>Hola, buenos dias, adios</p>	<p>Asking Questions</p> <p><i>Listening and Responding</i></p> <p>Be able to ask simple questions such as how are you, what is your name</p> <p>UTW: Recognise some similarities and difference between life in this country and life in other countries</p> <p>Como esta, como te llamas</p>	<p>Farm Animals</p> <p><i>Writing</i></p> <p>Be able to copy simple words in Spanish to match the farmyard animals</p> <p>UTW: Recognise some similarities and difference between life in this country and life in other countries</p> <p>El gato, el gallo, el caballo, el cerdo, la gallina, el pato</p>	<p>Animals</p> <p><i>Speaking</i></p> <p>Say the correct word in Spanish to match the farmyard animal</p> <p>UTW: Recognise some similarities and difference between life in this country and life in other countries</p> <p>El gato, el gallo, el caballo, el cerdo, la gallina, el pato</p>	<p>Colours</p> <p><i>Reading and Responding</i></p> <p>Understand the words for the different colours in Spanish</p> <p>Be able to read the word for the colours and match it to the correct colour</p> <p>UTW: Recognise some similarities and difference between life in this country and life in other countries</p> <p>Roja, rosa, verde, marron, azul, gris, naranja, negro, amarillo, morado, blanco</p>	
RSE	<p>Body Parts</p> <p><i>My Body</i></p> <p>I can name the different parts of my body including the private and personal parts</p> <p>DEVELOPMENT MATTERS</p> <p>Breasts, penis, vagina</p>	<p>Private Parts</p> <p><i>My Body</i></p> <p>I can explain what private and personal parts are and how they are identified</p> <p>DEVELOPMENT MATTERS</p> <p>Private parts, pants rule, NSPCC</p>	<p>Different Bodies</p> <p><i>My Body</i></p> <p>I can explain that all bodies are different</p> <p>DEVELOPMENT MATTERS</p> <p>Different, shape, size, ethnicity</p>	<p>Brilliant Bodies</p> <p><i>My Body</i></p> <p>I can say what is brilliant about my body</p> <p>DEVELOPMENT MATTERS</p> <p>Brilliant, strong, strength, weakness</p>	<p>Protecting Bodies</p> <p><i>My Body</i></p> <p>I can explain what to do if someone says mean things about someone's body</p> <p>DEVELOPMENT MATTERS</p> <p>Unkind, shame</p>	<p>Help</p> <p><i>My Body</i></p> <p>I can describe how to get help</p> <p>DEVELOPMENT MATTERS</p> <p>Help, NSPCC</p>	