














Literary canon

Reception Curriculum







	Autumn 1 All About Me 	Autumn 2 Terrific Tales and The Christmas Story 	Spring 1 Amazing Animals 	Spring 2 Watch Me Grow/ Plants 	Summer 1 Our World 	Summer 2 Ticket to Ride! 
	<p>Key Texts: Five minutes peace Rosies Walk The Squirrels who Squabbled</p> <p>Little Red Hen Three Little pigs Jack and the Beanstalk Rubys worry The growing story Hair love My amazing body Why should I brush my teeth? What if we were all the same We're going on a bear hunt</p> <p>Songs/ Rhymes: Action songs: Brush your teeth Head, shoulders, knees and toes. If you're happy and you know it Sleeping bunnies Dingle, dangle scarecrow Wind the bobbin up. The farmers in his den Rhymes containing longer sentences: The grand old duke of York This little piggy went to market. The bear went over the mountain. Down in the jungle Incy wincy spider I'm a little teapot The wheels on the bus</p>	<p>Key Texts: Stick Man Room on the broom Owl babies</p> <p>Goldilocks and the three bears Little Red Riding Hood Hansel & Gretel Christmas Story / Nativity The Polar Express A Pirate's Night Before Christmas</p> <p>Variations of songs from nursery rhymes: Twinkle twinkle chocolate bar Incy wincy spider climbed up a tree Baa baa blue sheep 5 little monkeys swinging from a tree</p> <p>Key Vocab: Hunting (hunt, hunts, hunted) Silent, Fuss Bounced (bounces) Swooped (swooping) Brave, Flapped (flapping), Burrows Caves, Panting, Prey Talons</p>	<p>Key Texts/ Songs/ Rhymes: Not now Bernard One snowy night Supertato</p> <p>Three Billy Goats Gruff Gingerbread Man The Emperor's Egg Tiger who came to tea Superworm The leopards drum The teeny weeny tadpole</p> <p>Counting songs: 1 2 buckle my shoe Ten green bottles Ten in the bed 10 fat sausages This old man One potato, two potato Hickory dickory dock One finger, one thumb</p> <p>Key Vocab: Cosy, miserable, snuggled, shivering, shoved, scraping, fierce, chuckle</p> <p>Escaped, gasped, rescue, distressed, vanish, crept, leapt, shrieked.</p> <p>Now, into, indoors, behind, watched, broke, upstairs, in front</p>	<p>Key Texts/ Songs/ Rhymes: Farmer Duck Six Dinner Sid Handas Hen</p> <p>Magic Porridge Pot Princess and the Pea The Enormous Turnip Jack and the Beanstalk The Tiny Seed Lulu loves flowers A fruit is a suitcase for seeds Errol's Garden Oliver's Vegetables</p> <p>Complex language: Mary Mary quite contrary Goosey goosey gander The big ship sails Dr foster went to Gloucester There was an old lady who swallowed a fly Here we go round the mulberry bush Old Mother Hubbard When goldilocks went to the house of the bears (Goldilocks song) There was a princess long ago</p> <p>Key Vocab:</p>	<p>Key Texts/ Songs/ Rhymes: The Extraordinary Gardener OI frog Where the wild things are</p> <p>Red Riding Hood Ugly Duckling P is for Passport World Atlases A range of Non-Fiction texts. My world, your world Around the world with Max and Lemon Guess Where I live The Gruffalo</p> <p>Cultural songs and rhymes: Frere Jacques Ring a ring a roses Hot cross buns Are you sleeping? Oranges and lemons London bridge is falling down The animals went in two by two Bobby Shaftoe's gone to sea</p> <p>Key Vocab: Mischief, roared, staring, terrible, tumbled, lonely, blinking</p> <p>Imagination, wild, ordinary, roamed, soared, longed, discovered Rhyme, knobbly, uncomfortable, splinter, perhaps, comfortable, simple</p>	<p>Key Texts/ Songs/ Rhymes: Lost and Found Billy's Bucket The Rainbow Fish</p> <p>Rumpelstiltskin Chicken Licken Mr Gumpy's Motor Car Amelia Earhart Lighthouse keepers Lunch Choo, Choo Clickety – Clack The Snail and the Whale The Naughty Bus Mr Gumpy's Motor Car The Train Ride Oi! Get off our train! I wish I were a pilot</p> <p>Key Vocab: explained (explain) persuaded (persuade) sighed (sigh) excitedly special, chuckled (chuckling) frowned (frowning) imagination (imaginary)</p> <p>ignored (ignore, ignores) floated (float, floats) disappointment (disappointed) discovered (discovers) delighted, lonely,</p>

	<p>Old MacDonald had a farm Miss Polly had a dolly Counting songs: 5 little speckled frogs 5 little ducks 5 little men in a flying saucer 1 2 3 4 5 once I caught a fish alive Two little dickie birds Three blind mice Five currant buns One finger, one thumb</p> <p>Key Vocab: walk, hen, yard, pond, haycock, mill, fence, beehive</p> <p>squabbling (squabble, squabbled) towering (tower, towered) squealed (squeal, squealing) gathered (gather, gathering) convinced (convince, convincing) sprinted (sprint, sprinting) hollered (holler, hollering) scurried (scurry, scurrying)</p> <p>sneaked (sneaks, sneaking) plonked (plonk, plonks) pleasant trailed (trails, trailing) muttered (mutters, muttering) groaned (groans, groaning) peace (peaceful) beamed (beams, beaming)</p> <p>Enhancements to provision: See weekly planning</p> <p>Forest School equipment: Magnifying glass, Trowel, Fork, Rake, Binoculars, Paint brush, Tweezers, Gloves</p>	<p>Searched, grin, shriek, magnificent, polite, clutched, keen, grateful, Moors, mountains, river, swamp, fields, forests, reeds, feast</p> <p>Twirl, tumbling, shove, weary, chuckle, doze, clattering, drifts</p> <p>Enhancements to provision: See weekly planning</p>	<p>Enhancements to provision: See weekly planning</p> <p>Forest School equipment: Scissors, Pegs, Tent pegs, Mallet, Ropes, Large spade, Large fork, Large rake</p>	<p>crept, wriggled, creaked, wearily, fled, squeezed</p> <p>hunted, fluttery, peered, waving, shiny, peeped, scurried, skipped</p> <p>Discovered, slip out, unlike, tough, damp, suspicious, believed, furious</p> <p>Enhancements to provision: See weekly planning</p>	<p>Enhancements to provision: See weekly planning</p> <p>Forest School equipment: Secateurs, Loppers, Saws, Potato peelers, Knives</p>	<p>searched (searches) wonderful</p> <p>sparkling (sparkle, sparkled, sparkly) glide (glides, gliding, glided) admire (admired) emerged (emerge) discover (discovered) peculiar, whizzed (whizz) delighted</p> <p>Enhancements to provision: See weekly planning</p>
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	Autumn 1 All About Me 	Autumn 2 Terrific Tales and The Christmas Story 	Spring 1 Amazing Animals 	Spring 2 Watch Me Grow/ Plants 	Summer 1 Our World 	Summer 2 Ticket to Ride! 
Personal, Social and Emotional Development	<p>Manners Be able to ask somebody for something using the word 'please'.</p> <p>Be able to use the word 'thank you' when receiving something.</p> <p>Be able to use the word 'you're welcome' in response to giving someone something.</p> <p>Be able to use the word 'pardon' to clarify.</p> <p>Friendships To know that a friend is someone you can have fun and play with.</p> <p>Learn how to ask to join play. "Please can I join in with you?"</p> <p>To be able to call friends by their name.</p> <p>Rules Discuss our school's golden rules and why they are important.</p> <p>Create a charter of extra 'classroom rules' that we feel we may need.</p> <p>Forest School rules - look after ourselves, each other, the environment</p> <p>Sense of Self</p>	<p>Friendships Understanding that you need to share to be a good friend.</p> <p>Sharing is letting your friend use something you are playing with/using.</p> <p>You have to wait for a turn if someone is using something you want.</p> <p>Understanding Emotions To be able to name simple emotions: happy, sad, angry, lonely, excited</p> <p>Discuss the role of the adults in the room and how they can be used to offer support to children if needed.</p> <p>'If you feel sad, who could you go to?'</p> <p>Discuss ways in which we can support our friends if we notice they are feeling a certain emotion.</p> <p>Independence/ Resilience To know that mistakes are learning opportunities.</p> <p>"Mistakes are good because it means we're learning."</p>	<p>Friendships Know how to resolve conflicts in friendship E.g. apology and forgiveness, compromise and accepting another point of view.</p> <p>"I'm sorry...next time I will..." "I forgive you" "Why don't we share, and use the sand timer to make it fair"</p> <p>Manners To understand that it is polite to sit upright at the table and attempt to use a knife and fork to eat.</p> <p>To understand that it is rude to talk with food in your mouth.</p> <p>To use and understand the terms 'polite' and 'rude'.</p> <p>To ask for food using the following scripts</p> <p>"Please may I have...?"</p> <p>"Please could you pass me the...?"</p>	<p>Independence/ Resilience Promote intrinsic motivation - encourage children to complete tasks to the best of their ability for them, not to please an adult.</p> <p>Make links between completing tasks and the positive feelings it creates.</p> <p>Understanding Emotions To be able to identify the emotion they are feeling and suggest something they can do to alter how they feel.</p> <p>"I feel angry. I could make myself feel calm by taking deep breaths."</p>	<p>Manners To know that it is polite to ask others how they are feeling or if they need help. "How are you today?"</p> <p>To know that when greeting someone, you can say hello and then follow with asking a question. "Hello Mr Woods, are you having a good day?"</p> <p>"Can I help you?"</p> <p>Understanding Emotions Recognise that children around the world may look different or live differently but they all have the same needs – to be loved, to be looked after, to be fed and kept safe.</p>	<p>Understanding Emotions Discuss the importance of winning and losing and the feelings that are associated with these situations. (Sports Day)</p> <p>Regularly discuss the importance of the transition to year 1 and the emotions linked to the change.</p> <p>Independence/ Resilience <i>Encourage children to challenge themselves and to keep trying.</i></p> <p><i>Model how to respond positively to feedback in order to improve –</i> Sometimes, my first attempt is not my best. If I keep trying, I will always get better.</p>

	<p>Know that we all belong to the Sacred Heart Community and be able to name the school. "I go to Sacred Heart School" "I am in reception class"</p> <p>Personal Needs/ Healthy Eating Understand the routines of using the classroom toilet, and sinks afterwards to wash hands.</p> <p>Take own water bottle out of school bag daily, and be able to get a drink independently when needed.</p> <p>To understand the importance of dental hygiene. 'I should brush my teeth for two minutes, twice a day using a toothbrush and toothpaste'</p>	<p>Personal Needs/ Healthy Eating To understand healthy food choices and explain why some foods are healthier than others. "We have fruit and milk for snack because it is healthier than having a sugary snack each day."</p>				
RSHE	<p>NSPCC – PANTS Introduce the class during the first half term to the PANTS rules. Use the story and song associated to reinforce the idea. Share advice and resources with parents.</p>	<p>Module 1 – Created and Loved by God</p> <p>Unit 1 -Religious Understanding</p> <p>Unit 2 - Me, My Body, My Health</p> <p>(SEE RSHE curriculum planning)</p>	<p>Module 1- Created and Loved by God</p> <p>Unit 3 - Emotional Well-Being</p> <p>Unit 4- Life Cycles</p> <p>(SEE RSHE curriculum planning)</p>	<p>Module 2 - Created to Love Others</p> <p>Unit 1 – Religious Understanding</p> <p>Unit 2 - Personal Relationships</p> <p>(SEE RSHE curriculum planning)</p>	<p>Module 2 - Created to Love Others</p> <p>Unit 3 - Keeping Safe</p> <p>(SEE RSHE curriculum planning)</p>	<p>Module 3- Created to Live in Community</p> <p>Unit 1- Religious Understanding</p> <p>Unit 2 - Living in the Wider World</p> <p>(SEE RSHE curriculum planning)</p>
	<p>Autumn 1 All About Me </p>	<p>Autumn 2 Terrific Tales and The Christmas Story </p>	<p>Spring 1 Amazing Animals </p>	<p>Spring 2 Watch Me Grow/ Plants </p>	<p>Summer 1 Our World </p>	<p>Summer 2 Ticket to Ride! </p>
Physical Development	<p>Letter Join Handwriting Scheme Introduce and teach Handwriting warm-up exercises 'Animal Actions' before each session. (Gross Motor Skills)</p>		<p>Letter Join Handwriting Scheme Complete Handwriting warm-up exercises 'Animal Actions' before each session. (Gross Motor Skills)</p>		<p>Letter Join Handwriting Scheme Complete Handwriting warm-up exercises 'Animal Actions' before each session. (Gross Motor Skills)</p>	







	<p>Introduce and teach finger and hand exercises before each session. (Fine Motor Skills)</p> <p>Introduce and teach the 'Tripod Grip Rhyme' to children.</p> <p>Introduce pre-writing patterns: (20 lessons)</p> <ul style="list-style-type: none"> • Circles and spirals • Lines and diagonals • Jellies and Zig-Zags • Loopies and Waves <p>Introduce printed easy letters and easy words: (25 lessons)</p> <ul style="list-style-type: none"> • i, l and t • u, w and e • c and o • a and d • n, m and h 	<p>Complete finger and hand exercises before each session. (Fine Motor Skills)</p> <p>Sing the 'Tripod Grip Rhyme' before each writing session.</p> <p>Introduce printed harder letters and harder words: (25 lessons)</p> <ul style="list-style-type: none"> • j and y • g and q • b, p and k • v, s and r • f, x and z 	<p>Complete finger and hand exercises before each session. (Fine Motor Skills)</p> <p>Sing the 'Tripod Grip Rhyme' before each writing session.</p> <p>At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.</p>			
	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills
Running, Jogging and skipping	Jog with knees up on the spot.	Jog in a straight line and change direction. Hold good posture and balance.	Run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)	Run in a straight line. Skip with alternate feet.	Run/Sprint in a straight line and change direction. Shuttle Run.	Travel at differing speeds on command or need. Select the appropriate speed, pace and distance for running.
Throwing & Catching	Explore throwing and catching different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls.	Throw large balls and beanbags overarm. Catch a large soft ball in two hands. Cradle ball into chest.	Throw large balls to a partner with a short distance and to large targets. Catch a large soft ball in the palms of hands and fingers. Cradle into chest.	Throw smaller balls and bean bags overarm. Catch larger balls when throwing and catching with a partner from short distances.	Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net. Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.	<p>Increase the distance for throwing and catching to a person/ target.</p> <p>Increase the speed that the balls travels when throwing to others.</p> <p>Travel/ move and throw the ball.</p> <p>Drop catch smaller balls after bouncing on the floor. Catch with one hand.</p>
Jumping and landing	Bend knees. Bob up and down and keep my balance on the spot.	Jump on the spot with two feet together and land safely.	Jump with two feet together and jump forwards and backwards. Sack Race.	Jumping forwards on two feet, increasing control over distance and height.	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then

						to the same foot, landing safely.
Gymnastics (Travelling at different levels)	Explore sliding, crawling, walking, running, jumping and skipping on the floor.	Explore sliding, crawling and crawling along low gymnastic equipment such as benches.	Safely walk, crawl, slide, climb up and jump over gymnastic equipment such as horses and benches.	Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment.	Safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment such as beams and higher equipment and frames.	
Gymnastics (Balancing)	Keep still and hold a frozen shape whilst standing with two feet on the floor.	Balance on large patches/ body parts such as the bottom, back, side and front.	Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike.	Hold simple balances with 2 feet and one hand or two hands one foot – tripod.	Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).	Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.
	<p>Fine Motor Skills Begin to trace over own name.</p> <p>Use a range of mark making materials to create meaningful lines: circles, humps and zig zags, cross shape, waves etc.</p> <p>Develop scissor grip to make cuts in paper and learn to hold paper steady using other hand. Use loop scissors if necessary.</p> <p>Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting</p>	<p>Fine Motor Skills Begin to write most letters of own name using correct formation.</p> <p>Hold a pencil with a tripod grip.</p> <p>Introduce normal scissors.</p> <p>Cut circles and other shapes. Demonstrate how to move the paper around in order to make it easier to cut.</p> <p>Pivot my elbow for large-scale movements from side-to-side and up and down.</p>	<p>Fine Motor Skills Write all letters of own name, using correct formation for most letters.</p> <p>Correctly hold a pencil and use it with good control and pressure.</p> <p>Pivot my wrist for smaller scale movements to grasp and grip.</p> <p>Cut a range of shapes using scissors. Use other hand to hold the paper and move it as necessary to cut.</p> <p>Make small-scale marks with finer tools. Introduce fine paint brushes with watercolour and fine-line pens and thinner pencils.</p>	<p>Fine Motor Skills Write first name correctly and independently, and begin to recognise surname.</p> <p>Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc.</p> <p>Develop accuracy when using scissors. Focus on ensuring none of the objects needed is cut off.</p>	<p>Fine Motor Skills Begin to write some letters of surname.</p> <p>Increase focus on letter size and ensure children are writing on lines in exercise books.</p>	<p>Fine Motor Skills Form the letters for my full name correctly.</p> <p>Increase focus on letter size and ensure children are writing on lines in exercise books.</p>
	Autumn 1 All About Me 	Autumn 2 Terrific Tales and The Christmas Story 	Spring 1 Amazing Animals 	Spring 2 Watch Me Grow/ Plants 	Summer 1 Our World 	Summer 2 Ticket to Ride! 

<p>Communication and Language Communication and Language</p> <ul style="list-style-type: none"> -Daily, high quality interactions -Daily group discussions -Sharing circles -RSHE times -Daily stories -Singing -Assemblies 	<p>Listening Understand how to listen and why listening is important. For example, <i>We need to look at each other when we talk so we can concentrate on what is being said.</i></p> <p>Demonstrate active listening by looking at the person speaking.</p> <p>Speaking Join in with social phrases- responding to register with 'Good morning Mrs Hollyman'</p> <p>Begin to join in with familiar one-to-one and small group conversations.</p> <p>Children can talk about themselves, their likes and dislikes, their families (familiar topics) in a one-to-one and small group situation.</p> <p>Understanding Name an object 'What is this?'</p> <p>Point to an object 'Show me the...'</p> <p>Point to an exact match 'Find one like this'</p> <p>Name something in the immediate past 'What did you see on the table?'</p>	<p>Listening Listen to, and engage, in story time.</p> <p>Listen carefully to a story as part of a small group and as part of the whole class.</p> <p>Show that you are listening by offering nods or short words of encouragement</p> <p>Speaking Use some vocabulary from stories heard when retelling and creating own.</p> <p>Retell a favourite story or make up own simple story, talking about their favourite part in one-to-one and small group situations</p> <p>Begin to extend ideas using 'and, but'</p> <p>Speak at an appropriate volume so that the audience can hear</p> <p>Understanding Finding objects by function 'Which do we eat with?'</p> <p>Sentence completion 'I put my hat on my...'</p> <p>Naming things that match 'What goes with the spade?'</p>	<p>Listening Understand the relationship between speaking and listening.</p> <p><i>In order for us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying.</i></p> <p>Show you have been listening by joining in with repeated refrains, answering simple questions about the plot and different characters.</p> <p>Speaking Extend answers using a range of connectives 'and, but, because, so'</p> <p>Give reasons for their opinion 'I think...because...'</p> <p>Use hand gestures to support ideas</p> <p>Understanding Describe a scene 'What is happening in the picture?'</p> <p>Name a difference 'What is different about a dog and a horse?'</p> <p>Describe things 'Who? What? Where?'</p> <p>Follows a set of directions 'Put the dog in the box, put the lid on and give it to me'</p>	<p>Listening Understand the importance of maintaining a thread to a discussion /conversation.</p> <p>Are we talking about the same thing as the other person in the conversation?</p> <p>Model how to think of appropriate questions to someone. Emphasise not asking something they have already told us 'What animals do you look after?'</p> <p>Speaking Use sequencing words to give more detail to answers. First, after, before, next,</p> <p>Begin to formulate simple questions to ask someone.</p> <p>Understanding Identify similarities 'How are these the same?'</p> <p>Can arrange pictures in a sequence</p> <p>Tells a story / describes an event 'What did you do today in games?'</p> <p>Summarise the story in a sentence 'What have you done?'</p> <p>Predict 'What might happen next?'</p>	<p>Listening Model how to think of questions that dig deeper 'Why did you want to become a vet?'</p> <p>Speaking Use newly introduced vocabulary to talk about and compare places both in small groups and whole class</p> <p>Begin to formulate questions that dig deeper.</p> <p>Understanding Show theory of mind 'What might Mum say? What might Mum feel?'</p> <p>Give a definition 'What is a mouse?'</p> <p>Justify a problem 'Why will the boat float?'</p> <p>Identify the cause 'What made the boy cry?'</p> <p>Solve a problem 'What could you do if you didn't have your lunch?'</p>	<p>Listening Summarise the speaker's ideas 'You are a vet. You look after animals. Your favourite animal is a dog.'</p> <p>Speaking Hold conversations with both adults and peers on a range of topics familiar to them.</p> <p>Speak with an appropriate level of formality</p> <p>Understanding Solve a problem from another person's perspective 'What could Mrs Hall do if she didn't have any paper?'</p> <p>Make an inference from an observation 'How can we tell that this book is old?'</p> <p>Explain why something cannot be done 'Why can't penguins fly?'</p> <p>Select a means to a goal 'What do we need to make a sunflower picture?'</p> <p>Explain the logic of compound words 'Why is this called a newspaper?'</p>
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		<p>Sorting and categorising 'What else is a fruit?'</p> <p>Linguistic concepts 'Find a blue ball, find a small hat'</p>	<p>Gives an example with a condition 'Show me an animal that is not black'</p>			
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Specific Areas

	Autumn 1 All About Me 	Autumn 2 Terrific Tales and The Christmas Story 	Spring 1 Amazing Animals 	Spring 2 Watch Me Grow/ Plants 	Summer 1 Our World 	Summer 2 Ticket to Ride! 
Literacy-Comprehension-Developing a passion for reading	<p>Begin to look more in detail at the pictures and talk about what is happening.</p> <p>Learn that we read from left to right, top to bottom.</p> <p>Engage in conversation about stories while answering questions: 'What can you see?'</p> <p>'Show me the...'</p> <p>'What did you see on the last page?'</p>	<p>Begin to understand that when answering questions about the text we have to look in the book when guided by the teacher.</p> <p>Retell a story through images – such as a story map.</p> <p>Engage in conversation about stories then answer questions: 'The little boy went upstairs and found his...'</p> <p>'What else is a game?'</p> <p>'Look at the page. Find a blue ball...'</p> <p>Notice words they do not know the meaning of.</p> <p>Begin to predict what might happen next when prompted.</p>	<p>Make basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher.</p> <p>Orally re-tell a story in own words.</p> <p>Ask more in-depth questions showing a good understanding of the text: 'What is happening in the picture?'</p> <p>Describe things 'Who? What? Where?'</p> <p>'Look at the page. Show me an animal that is not black...'</p> <p>Discuss word meanings and link new words to known words.</p> <p>Predict what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot.</p>	<p>Sequence a simple story remembering key events.</p> <p>Answer questions about key events in the story: 'What happened in the story?'</p> <p>Arrange these pictures from the story into a sequence</p> <p>Use new vocabulary introduced by the teacher when read in a book.</p> <p>Make simple predictions from the story based on the story, previously read stories and own life experiences.</p>	<p>Make rational anticipations of key events in the story through inferences: 'What might Mum feel?'</p> <p>'What made the boy cry?'</p> <p>Use new vocabulary introduced by the teacher when read in a book.</p> <p>Predict key events in the story either before the story is read or during reading the story.</p>	<p>Answer questions about the text that requires them to 'read beyond the text' 'Why didn't the boy decide to run away?'</p> <p>Answer more complex questions during discussions about a wide range of texts and answers with confidence and good logic.</p> <p>'How can we tell that this book is old?'</p> <p>'Look at the front cover of the book. What do we think might happen in the story?'</p> <p>Use and understand vocabulary that has been introduced through a book correctly and showing a good understanding of events.</p> <p>Explain predictions and justify why they may happen.</p>

<p>Literacy-Word Reading/Phonics</p> <p>Revisit phase 1 skills of listening & discrimination of sounds where appropriate</p>	<p>Begin RWI scheme of work. (separate planning)</p> <p>RWI minimum expectations: End of Autumn 1 Read single-letter Set 1 sounds (first 16)</p> <p>Begin to recognise own name with picture prompt.</p> <p>Recognise logos/ signs from local areas and understand what they mean.</p> <p>Learn the names of letters when shown the alphabet.</p>	<p>Continue with RWI scheme. (separate planning)</p> <p>RWI minimum expectations: End of Autumn 2 Read all Set 1 single letter sounds Blend sounds into words orally</p> <p>Tricky Words to read: I the no Recognise own name without picture prompt.</p> <p>Begin to use letter names when sounding out/writing simple CVC words.</p>	<p>Continue with RWI scheme. (separate planning)</p> <p>RWI minimum expectations: End of Spring 1 Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends</p> <p>Tricky Words to read: go to into</p> <p>Recognise name and surname together.</p>	<p>Continue with RWI scheme. (separate planning)</p> <p>RWI minimum expectations: End of Spring 2 Read Red Storybooks Read 4 double consonants</p> <p>Tricky Words to read: he she we be me</p>	<p>Continue with RWI scheme. (separate planning)</p> <p>RWI minimum expectations: End of Summer 1 Read Green Storybooks</p> <p>Tricky Words to read: be you all was</p>	<p>Continue with RWI scheme. (separate planning)</p> <p>RWI minimum expectations: End of Summer 2 Read Green or Purple Storybooks Read first 6 Set 2 sounds</p> <p>Tricky Words to read: are they my</p>
<p>Literacy-Writing</p>	<p>Begin to trace over own name.</p> <p>Attempt to write simple labels by adding the missing initial sound.</p> <p>Understand that finger spaces are the spaces between each word in a sentence and that they are there to help our writing make sense.</p>	<p>Begin to write most letters of own name using correct formation.</p> <p>Write simple cvc word labels using sounds taught in RWI.</p> <p>Practice writing own name.</p> <p>Create story maps using key words and pictures.</p> <p>Tricky Words to spell: I the no</p>	<p>Write all letters of own name, using correct formation for most letters.</p> <p>Write simple lists and understand why lists are used.</p> <p>Write a simple caption or sentence attempting to use spaces between each word.</p> <p>Create story maps using key words and phrases.</p> <p>Tricky Words to spell: go to into</p>	<p>Write first name correctly and independently, and begin to recognise surname.</p> <p>Write a caption for each part of a known story to create a story map.</p> <p>Introduce the need for capital letters at the beginning of each caption or sentence and for names.</p> <p>Tricky Words to spell: he she we be me</p>	<p>Begin to write some letters of surname.</p> <p>Write a sentence for each part of a known story. E.g. beginning, middle and end.</p> <p>Use spaces between all the words in sentences.</p> <p>Use capital letters at the beginning of sentences or captions and for names.</p> <p>Introduce the need for a full stop at the end of a sentence.</p> <p>Tricky Words to spell: be you all was</p>	<p>Form the letters for my full name correctly.</p> <p>Write own simple recount with a beginning, middle and end.</p> <p>Confidently use key terms in recounts: first, next, then.</p> <p>Tricky Words to spell: are they my</p>
<p>Maths</p>	<p>Matching, Sorting Find and match objects which are the same. How is it the same? How is it different? Begin to create own criteria for sorting.</p>	<p>Composition of 1,2,3 All numbers are made up of smaller numbers. Explore different ways to make 3</p>	<p>Zero The number name zero and the numeral 0 are used to represent the idea that there is 'nothing there' or it's 'all gone'. Comparing numbers to 5</p>	<p>Numbers 9 and 10 Represent 9 and 10 in different ways. Use a ten frame to subitise groups of 9 and 10. Comparing numbers to 10</p>	<p>Building Numbers beyond 10 Build and identify numbers to 20 using a range of resources. 1 full ten and 1 1 full ten and two.</p>	<p>Doubling Double means 'twice as many.' Sharing and Grouping Recognise and make equal groups.</p>

	<p>Comparing Making comparisons about sets of objects – more/fewer/same amount</p> <p>Objects can also be compared based on size – smaller/larger/taller/shorter</p> <p>Making Simple Patterns</p> <p>Copy, continue and create simple repeating patterns</p> <p>Representing/ comparing numbers 1,2,3 Identify different representations of each number.</p> <p>Begin to subitise to 3</p> <p>Count different arrangements of amounts to 3 by touching each object.</p> <p>As we count, each number is 1 more than the object before. AS we count back, each number is 1 less</p>	<p>Circles and Triangles Circles have 1 curved side and triangles have 3 straight sides.</p> <p>Begin to recognise these shapes around the classroom and outside.</p> <p>Spatial Awareness Begin to use positional language to describe how items are positioned.</p> <p>Numbers 4 and 5 Count on and back to 4 and 5. Subitise to 5 Match number names to numerals and quantities</p> <p>1 more, 1 less Use a five frame to represent numbers to 5. Show the number 1 more and 1 less</p> <p>Shapes with 4 sides Learn that squares and rectangles have 4 straight sides and 4 corners.</p> <p>Night and Day – Time Order key events in their daily routines.</p>	<p>When comparing numbers, one quantity can be more than, the same as or fewer than another quantity.</p> <p>Composition of 4,5 All numbers are made up of smaller numbers. How many different ways can you make 4 and 5?</p> <p>Comparing mass and Capacity Make direct comparisons based on weight. Heavy, heavier than, heaviest, light, lighter than , lightest</p> <p>Numbers 6, 7 and 8 Represent 6,7 and 8 in different ways. Count out required number of objects from larger group.</p> <p>Making Pairs Understand that a pair is two. Arrange items in pairs.</p> <p>Combining 2 groups Begin to combine two groups to find how many altogether.</p> <p>Length and height Longer, shorter, taller, shorter, wider, narrower</p> <p>Time Order and sequence important events in the day. Now, before, later, soon, after, then</p> <p>Yesterday, today tomorrow</p>	<p>Continue making comparisons by lining items up and using 1-to-1 correspondence.</p> <p>Number bonds to 10 Explore number bonds to 10 using different objects.</p> <p>3-D Shape Explore and manipulate 3-D shapes through block play and modelling.</p> <p>Be introduced to the names of the shapes.</p> <p>Patterns Explore more complex patterns.</p>	<p>Counting patterns beyond 10 Count on and back beyond 10</p> <p>Spatial Reasoning Select and rotate shapes to fill a given shape.</p> <p>Adding More Use real objects to see that the quantity of a group can be changed by adding more. First, then, now</p> <p>Taking Away Use real objects to see that the quantity of a group can be changed by taking items away.</p>	<p>Even and Odd Some quantities will share equally into two groups, and some won't.</p> <p>Patterns and relationships Places and models can be replicated.</p>
Manipulatives	Numicon 5s frame 10s frame					

Mastering number	Composition of numbers within 10 and the position of numbers in the linear number system.		Composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols).		Composition of numbers within 20 and the position of numbers in the linear number system. Children will connect addition and subtraction expressions and equations to number stories.	
	Autumn 1 All About Me 	Autumn 2 Terrific Tales and The Christmas Story 	Spring 1 Amazing Animals 	Spring 2 Watch Me Grow/ Plants 	Summer 1 Our World 	Summer 2 Ticket to Ride! 
Understanding of The World	<p>Past and Present Using photos to compare themselves as a baby and now they are at school.</p> <p>Use photographs of family members to create a family tree. Be able to name parents, siblings and grandparents as parents of parents.</p> <p>Sequence key memories that have happened in my life. e.g. birthdays, nursery, starting school.</p> <p>The natural world Discuss change in weather linked to autumn.</p> <p>Name some common material such as paper, wood, metal, glass, fabric.</p> <p>Compare the properties of different materials such as paper, wood, metal, glass, fabric.</p> <p>People, Culture and Communities Show a positive attitude in talking about and</p>	<p>Past and Present Demonstrate an understanding of the Nativity story as an event that has happened in the past.</p> <p>Know there are days of the week/ seasons, and begin to name these.</p> <p>Talk about events using the present and past tense.</p> <p>Understand the terms before and after in relation to the daily routine in school. E.g. we wash our hands before lunch and we play in the big yard after lunch.</p> <p>The natural world Discuss changing seasons, showing an awareness of change in the environment, weather, and clothing etc. – autumn to winter.</p> <p>Look at the process of freezing and melting. Understand that water freezes and then melts as a result of temperature change.</p>	<p>Past and Present Demonstrate an understanding of historical figures, from the past and the impact they have had on the present. E.g. David Attenborough</p> <p>Explore the idea of endangered and extinct animals.</p> <p>Name the days of the week and associate something that happens on that day. E.g. we have assembly on Friday and Forest School on Monday.</p> <p>The natural world Examine animals to find out more about them and use senses to explore.</p> <p>Use the correct basic scientific vocabulary to describe parts of animals.</p> <p>Explain a simple lifecycle, for example a caterpillar/ butterfly.</p> <p>Describe and understand two different animal habitats. E.g. hedgehog and frog.</p>	<p>Past and Present Understand that there are special dates and times that repeat every year such as Easter, Christmas, Birthdays, Bonfire Night, Halloween etc.</p> <p>Name the seasons of the year and associate something that happens in that season e.g. we see baby lambs being born in spring.</p> <p>The natural world Discuss the importance of plants, trees, crops etc. and how we are able to look after our planet.</p> <p>Identify key parts of a plant. E.g. roots, stem, leaves, petals</p> <p>Look at the lifecycle of a flowering plant.</p> <p>Explain how we need to look after plants to help them to grow. e.g. sunlight, water</p>	<p>Past and Present Use search engines and information books to explore changes in the school’s immediate surroundings. E.g. How has the physical school building changed?</p> <p>Identify some similarities and differences between Byermoor/ Burnopfield and Newcastle City Centre.</p> <p>People, Culture and Communities Identify local traditions in our culture and compare to other cultures. E.g. how is Christmas celebrated across the world?</p> <p>Discuss the location of local ‘emergency services’ such as police station, fire station etc. and help children identify them as a place where we can ‘seek help’.</p> <p>The natural world Introduce maps to look at the local area</p>	<p>Past and Present Use search engines and information books to explore changes in coastal areas. E.g. Holidays in the past took place in this country in coastal areas compared to exotic destinations people visit now.</p> <p>The natural world Talk about different places we have been on holiday. How are the natural features different to where we live?</p> <p>Make predictions – which objects will sink and which will float?</p>

	explaining the differences between people. E.g. we all look different, we all enjoy different things.				Look at the hot and cold places in the world and where they are on a globe.	
	Technology Complete simple programmes using the interactive whiteboard. For example: Simple counting game using Topmarks maths. Use a camera on an unlocked iPad to take a picture.	Technology Turn on a school laptop and ask an adult to log in. Unlock an iPad using a 4 digit password, open camera app and take a picture. Use programmable toys to achieve an outcome. E.g. Beebots.	Technology Turn on a school laptop and ask an adult to log in. Unlock an iPad using a 4 digit password, open an app and complete a simple game.	Technology With support, turn on a school laptop and type in username and password. Use the track pad on a laptop to open a simple programme.	Technology With visual prompts, turn on a school laptop and type in username and password Use a search engine, with the support of an adult to find an answer to a question.	Technology Confidently turn on a school laptop and type in username and password
	Autumn 1 All About Me 	Autumn 2 Terrific Tales and The Christmas Story 	Spring 1 Amazing Animals 	Spring 2 Watch Me Grow/ Plants 	Summer 1 Our World 	Summer 2 Ticket to Ride! 
Expressive Arts and Design	Observational Drawing Looking closely – you have to actually look closely and carefully at something in order to draw it. Focus on pencil lines – what different shape lines can you see? Construction Focus on joining - when to use glue/Sellotape. Some glue is stronger than others. Sellotape will not stick to some materials. 'It's not a box' Exploring junk modelling area.	Observational Drawing Looking closely – you have to actually look closely and carefully at something in order to draw it. Focus on colour – what colours can you actually see? Introduce water colour– capture the colour and shape of Autumn leaves. Colour Mixing How can we make the colour lighter? How can we make our colour darker? What happens if we mix these two colours together?	Observational Drawing Looking closely – you have to actually look closely and carefully at something in order to draw it. Focus on choice of media – what would be the best thing to use to create this image? Introduce oil pastels as well as water colours to capture the shape and colour of different objects. Oil pastels produce bright, vibrant colour. Watercolours produce a softer, duller colour and are easier to mix. Construction	Observational Drawing Looking closely – you have to actually look closely and carefully at something in order to draw it. Focus on size- are you trying to capture the whole or are you concentrating on one smaller part? What size paper are you going to use? How much of the paper are you going to use? Where are you going to position your drawing? Introduce the idea of 'Austin's Butterfly' to look at making improvements.	Observational Drawing Looking closely – you have to actually look closely and carefully at something in order to draw it. Focus on position- where are things in relation to other things? Observe and draw landscape views.	Observational Drawing Looking closely – you have to actually look closely and carefully at something in order to draw it. Focus on detail - What small things can you see if you really look? Consider texture and pattern - how can we make it look smooth, bumpy, and hairy? Plan, design, evaluate Focus on whole design process. Create your own design for a piece of equipment to help clean the oceans.

	<p>Begin to look at different ways we can join things to our box to make something else.</p>	<p>Adding white to any colour makes it lighter.</p>	<p>Focus on different materials strong/sturdy/weak/flimsy</p> <p>Some materials will stand better than others.</p> <p>Some materials will bend into shape more than others.</p> <p>Revisit Joins – how to join different materials</p> <p>Fray the edges in order to create a larger surface are to stick</p> <p>Forest School - dens</p> <p>Plan, design, evaluate</p> <p>Introduce the idea of evaluating our models – what do we like about our model? What would we like to do again?</p> <p>Forest School - dens</p>	<p>We rarely get anything the way we want it first time.</p> <p>It often takes a lot of practise before we achieve what we want.</p>		<p>Draw out your design. Can you label some of the key parts?</p> <p>Choose the appropriate materials that you will need to make your model.</p> <p>Consider how best to join the different parts of your model.</p> <p>Evaluate – does your model look like your design?</p> <p>Forest School - litter picker</p>
<p>Music (Kapow units of learning)</p>	<p>Exploring Sound</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>	<p>Music and Movement</p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>Musical Stories</p> <p>Pupils learn that music and instruments can be used to convey moods or represent characters.</p>			