



# Reception Curriculum Map 2022-2023 (Ages 4-5)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topics	People who help us	Celebrations	Places		Growing	Adventures
PRIME AREAS						
Communication and Language						
Listening, Attention, and Understanding  Speaking	<p>To know and understand how to listen carefully and why listening is important.</p> <p>To know and talk about the school rules and how they help to keep us happy and safe.</p> <p>To be able to engage in story times. To be able to 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.</p> <p>To be able to talk about and describe themselves and their families.</p> <p>To know and talk about the different people who help us in the community (police, fire brigade, Dr and nurses).</p> <p>To know and talk about some influential figures from the past who have helped us such as Mary Seacole, Harriet Tubman, and Alice Ball.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p>	<p>To be able to ask questions to find out more and to check they understand what has been said to them.</p> <p>To be able to begin developing social phrases and engage in story times.</p> <p>To be able to make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To know be able to use the new vocabulary taught in Topic in discussions and play.</p> <p>To know vocabulary related to different celebrations and understand the different ways people celebrate.</p>	<p>To be able to articulate their ideas and thoughts in well-formed sentences.</p> <p>To be able to connect one idea or action to another using a range of connectives.</p> <p>To be able to engage in non-fiction books.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.</p> <p>To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</p>	<p>To be able to describe events in some detail.</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To be able to use talk to explain how things work and why they might happen.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> <p>To be able to participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To explain how things work and why they might happen regarding the environment and sustainability.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>To know and talk about what they can do to have a positive impact on the environment.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p>

ELG	<b>Listening, Attention and Understanding</b> – 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.					
	<b>Speaking</b> – Participate in a small group, class or one-to-one discussion, offering their own ideas, using recently introduced vocabulary.					
French						
French	<p>To know and respond to greetings and simple classroom instructions like 'Regardez' and 'Ecoutez'.</p> <p>To know and name the colours.</p> <p>To know and name family members (incl. grandparents).</p> <p>To be able to describe their family.</p> <p>To be able to say their name.</p> <p>To know and be able to name pets.</p>	<p>To be able to use set phrases.</p> <p>To be able to answer with a short phrase.</p> <p>To be able to count to 20.</p> <p>To be able to say how they are feeling.</p> <p>To know and be able to name toys.</p> <p>To be able to say what they like to play with.</p> <p>To be able to say how old they are.</p> <p>To know and be able to say winter and Christmas words.</p> <p>To know how French people celebrate Christmas.</p>	<p>To know vocabulary related to likes and dislikes.</p> <p>To be able to express likes and dislikes.</p> <p>To know and name the days of the week.</p> <p>To know and name fruits and be able to say what they like and dislike.</p> <p>To be able to listen to the story of 'The Very Hungry Caterpillar' in French and know and name the key words from the story.</p>	<p>To be able to orally count to 100 in tens.</p> <p>To know and name clothes.</p> <p>To know and be able to say various weather phrases.</p>	<p>To know and be able to say the parts of the face.</p> <p>To know and be able to say the parts of the body.</p> <p>To know and be able to say various pizza toppings.</p> <p>To order a pizza.</p>	<p>To be able to begin to start reading and understanding single words.</p> <p>To know and consolidate numbers.</p> <p>To be able to start reading the names of colours.</p> <p>To be able to recall knowledge and display skills from previously taught materials.</p>
	<p>To be able listen attentively to spoken language, to join in and respond with a single word.</p> <p>To be able to respond to simple instructions.</p> <p>To be able to develop accurate pronunciation and intonation.</p> <p>To appreciate stories and songs.</p> <p>To explore the patterns and sounds of language through songs and rhymes.</p>					

Italian						
Italian	<p>To be able to say their name.</p> <p>To know and respond to greetings.</p> <p>To know and respond to simple classroom instructions.</p> <p>To be able to count up to 7.</p>	<p>To be able to listen to the story of 'Little blue and little yellow' in Italian.</p> <p>To know and name some colours.</p> <p>To know about Christmas traditions in Italy.</p>	<p>To be able to count up to 10.</p> <p>To know and name the colours.</p> <p>To know about Carnival traditions in Italy.</p> <p>To be able to listen to the story of 'Arlecchino' in Italian.</p>	<p>To know and name the farm animals.</p> <p>To recognise colours and numbers.</p> <p>To be able to count in Italian up to 10.</p> <p>To be able to reply to simple questions about numbers and colours.</p> <p>To be able to listen to the story of 'Mouse paint' in Italian.</p>	<p>To know and name the wild animals.</p> <p>To know and name family members.</p> <p>To recognise colours and numbers.</p> <p>To be able to count in Italian up to 10.</p> <p>To be able to reply to simple questions about numbers and colours.</p> <p>To be able to listen to the story of 'bear bear ...' in Italian</p>	<p>To know and name pets.</p> <p>To recognise colours and numbers.</p> <p>To be able to count in Italian up to 10.</p> <p>To be able to reply to simple questions about numbers and colours.</p> <p>To be able to listen to the story of 'the color monster. A story about emotions' in Italian.</p>
	<p>The lessons will be based on an oral approach to the Italian language where tales, songs, rhymes, chants and games will be used to make learning as enjoyable as possible and to encourage the pupils' participation and a communicative use of the language.</p> <p>Skills will be practiced during the whole year and children will not be urged to perform on their own, but only encouraged to join in the group, in order to respect a silent period child may need.</p> <p>To be able to understand few familiar spoken words and phrases.</p> <p>To be able to understand simple instructions.</p> <p>To be able to say and repeat single words and short single phrases.</p> <p>To appreciate stories and songs.</p> <p>To explore the patterns and sounds of language through songs and rhymes.</p>					

## Personal, Social and Emotional Development

### Self-Regulation

### Managing Self

### Building Relationships

### Philosophy for Children

These have been split for extra focus but will be ongoing.

To know the school rules and be able to talk about how they help to keep them happy and safe.

To be able to talk about how to stay safe.

To be able to see themselves as a valuable individual.

To be able to build constructive and respectful relationships.

To know how to be a good friend.

To know what to do if they are feeling worried about something.

To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.

To be able to work and play cooperatively and take turns with others.

To be able to give focused attention to what their peers and the teachers say.

To be able to show resilience and perseverance in the face of challenge.

To be able to identify and moderate their own feelings socially and emotionally.

To be able to display confidence to try new activities.

To be able to manage their own basic hygiene and personal needs.

To know what democracy means and begin to build an awareness of majority votes through voting in class.

To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

To be able to set and work towards simple goals.

To be able to display confidence to try new activities.

To be able to explain the reasons for rules and know right from wrong.

To be able to manage own behaviour.

To be able to talk about what is fair and what is not fair.

To be able to think about the perspectives of others.

To be able to manage their own needs.

To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

To be able to set and work towards simple goals.

To be confident to try new activities and be able to explore different ways of doing things.

To be able to explain the reasons for rules and know right from wrong.

To be able to manage own basic hygiene and personal needs.

To be able to show sensitivity to their own and to others' feelings.

To be able to display confidence to try new activities and show independence, resilience, and perseverance in the faces of challenge.

To be able to 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

**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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

**Managing self** – Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

**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 other's needs.

## Physical Development

### Dance

To be able to enact stories through dance

To be able to make good use of their developed foot skills through little sequences with a partner.

To be able to improve posture through pony trots and gallops in time with the music.

To be able to work in pairs and dance crossing hands side by side or facing partner.

To be able to complete simple dances and perform them in small groups.

To know more complicated step combinations and more expressive movements carried out in new floor patterns.

To be able to develop a greater awareness of the music, time signature differences and how they impact the step sequences.

To be able to skip in time with music.

PE	<p>To be able to move confidently in different ways.</p> <p>To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to listen to instructions and know how to stay safe in gym lessons.</p> <p>To know and be able to travel and balance in different ways, returning to defined space.</p> <p>To be able to move on the spot and around with some awareness of others.</p> <p>To be able to experiment with wide range of small equipment learning some degree of control.</p> <p>To be able to name basic tools and explain their safe use in PE.</p>	<p>To be able to balance and coordinate safely.</p> <p>To be able to negotiate space effectively.</p> <p>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To be able to experiment with and develop increasingly complex ways of travelling.</p> <p>To be able to define own space without visible boundaries.</p> <p>To know how to use high apparatus safely.</p> <p>To be able to use high apparatus such as the ropes and climbing structures in PE and in the playground.</p> <p>To be able to experiment with wider range of equipment and use with more control.</p>	<p>To know and be able to perform in small groups some floor gymnastic moves.</p> <p>To be able to 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,</p> <p>To be able to perform a single skill or movement with simple control.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p>	<p>To be able to use gymnastics on apparatus to balance, climb and swing.</p> <p>To be able to link at least two movements together when performing a small range of skills.</p> <p>To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others.</p> <p>To be able to use equipment properly and move and land safely.</p> <p>To be able to work in a team collaborating and problem solving (outdoor and adventurous activities).</p>	<p>To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball (fielding, striking, tennis cricket).</p> <p>To know and consolidate travelling and balancing skills through building sequences.</p> <p>To be able to experiment with direction and be able to change direction and speed whilst maintaining personal space.</p> <p>To know what constitutes a healthy lifestyle.</p> <p>To be able to use large and small apparatus safely and with some skill.</p>	<p>To know how to participate in sporting events.</p> <p>To know and participate in different athletic races and events.</p> <p>To be able to show good agility, balance, and coordination.</p> <p>To be able to run throw and jump.</p> <p>To be able to use a sequence of movements with some changes in level, direction, or speed.</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To know and use relevant vocabulary when observing changes in self and others when exercising.</p>
Gross and Fine Motor Skills	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop overall body strength, balance, co-ordination, and agility. Develop fine motor skills – holding pencil correctly, using scissors etc.</p> <p>Fine motors skills to be continually developed through:</p> <ul style="list-style-type: none"> <li>• Scissors – snipping paper moving forward, cutting curved lines and circle shapes, cutting complex shapes</li> <li>• Use of clips, clasps, zips, buttons, and screwing jars</li> <li>• Finger puppet</li> <li>• Building with small Lego and small construction.</li> <li>• Sort small bits and pieces using tweezers.</li> <li>• Nuts and bolts</li> <li>• Pasta lacing</li> <li>• Peg boards and pin boards</li> <li>• Pipettes in the water</li> <li>• Jugs in water</li> <li>• Play-dough (dough disco)</li> <li>• Tearing paper</li> <li>• Threading the lace</li> <li>• Tweezer tub</li> <li>• Funky finger activities</li> <li>• Write Dance</li> </ul>					

**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, paint brushes and cutlery. Begin to show accuracy and care when drawing.

**SPECIFIC AREAS****Mathematics****Number and Numerical Patterns**

To be able to match amounts and compare numbers 0-4 using language of more, less, fewer or the same as (counters, dice, Numicon, dominoes, fingers, numeral, irregular arrangements, and groups of objects).

To know and be able to form numbers 0-4.

To be able to order numbers 0-4 and say what one more or one less is.

To be able to count orally and count with one-to-one correspondence.

To be able to subitise – dice, Numicon, dominoes, fingers, numeral, irregular arrangements (recognising different amounts without counting).

Money – using money in role play and beginning to recognise different coins.

To be able to show awareness for different times of the day – (morning, lunch time afternoon, dinner time evening bedtime).

To know the days of the week.

To know 2D shapes and be able to talk about their properties.

To know and be able to form numbers 0-8.

To be able to order numbers and say what one more or one less is.

To be able to count orally and with one-to-one correspondence.

To know anything can be counted and be able to count actions and sounds.

To be able to count orally and with one-to-one correspondence.

To know coins, have different values.

To be able to recognise coins and begin to match amount to coin values 1p, 2p, 5p.

To know different times of the day, days of the week and months of the year.

To know 2D shapes and shape properties.

To be able to select and rotate shapes building an awareness that shapes can have shapes within them.

To be able to subitise using dice, Numicon, dominoes, fingers, numeral, irregular arrangements (recognising different amounts without counting).

To know the actions and recognise '+' and '-' signs.

To know and be able to form numbers 0-9.

To be able to order numbers and say what is one more or one less.

To be able to count with one-to-one correspondence.

To be able to count forwards and backwards on a number line understanding one more and one less.

To know the action and be able to recognise subtraction, recognise '-' and '=' sign.

To know the group gets smaller when something is taken away. To begin to solve subtraction number sentences with concrete objects.

To know and recognise coins.

To know coins, have different values and be able to say what some coins values are.

To know the minute and hour hands on a clock.

To begin to be able to tell o'clock and half past times.

To be able to talk about patterns in events using language first, then, after, before.

To know and be able to talk about 3D shapes and shape properties.

To know what halving means and be able to use halving language such as sharing, equal and even.

To be able to halve shapes and numbers.

To know that halves are equal.

To be able to find halves with concrete objects.

To be able to begin to recall halving number facts.

To be able to begin to recall double number facts.

To be able to share equally using part, part whole.

Focus on odds and evens.

To know odd and even numbers to 10 then 20.

To be able to subitise – dice, Numicon, dominoes, fingers, numeral, irregular arrangements (recognising different amounts without counting).

To be able to add subitised amounts counting on from the first number to solve addition number sentences.

To be able to add using different addition methods (fingers, Numicon, manipulates, number lines and mentally).

To know number bonds.

To be able to recall number bonds.

To be able to order numbers and count forwards and backwards.

To know and recognise coins and be able to add amounts using coins.

To be able to tell the time- o'clock, half past and an hour later.

To be able to make comparisons with length, weight, and capacity.

To be able to share equally (part, whole).

To be able to halve numbers.

To know number facts, focus on odds and even.

To be able to double numbers and know doubling facts.

To be able to recall addition facts to 10.

To be able to subitise different amounts in different contexts.

Have a strong sense of numbers to 10 recognising, writing, adding, taking away, counting back or on and recalling number facts.

To be able to count in 2s, 5s and 10s.

To be able to recognise different coins and make amounts using them.

To be able to solve money subtraction problems.

To be able to tell different times.

To know 2D, 3D shapes and shapes properties.

To be able to recognise and create patterns.

To be able to halve numbers and know and recall halving number facts.

To be able to double and know and recall double number facts.

To be able to solve number word problems (addition and subtraction) with manipulatives and mentally.

To be able to count in 2s, 5s and 10s.

		<p>To know that addition involves combining two or more groups of objects.</p> <p>To be able to solve some addition number sentences.</p> <p>To begin to know a double is the same again.</p> <p>To be able to find double numbers using concrete resources.</p>	<p>To be able to talk about and identify patterns and create own patterns.</p> <p>To be able to begin to recall double facts.</p> <p>To be able to subitise different amounts.</p>			
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<b>ELG</b>	<p><b>Number</b> – Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 (including double facts).</p> <p><b>Numerical Patterns</b> – Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.</p>					
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## Literacy

<p><b>Comprehension</b></p> <p><b>Word Reading</b></p> <p><b>Writing</b></p>	<p>To know some graphemes and phonemes (Set 1).</p> <p>To be able to correctly form the graphemes and say the phonemes to match.</p> <p>To begin to know some tricky red words.</p> <p>To begin to be able to blend some CVC words.</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able anticipate (where appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p>	<p>To be able to blend sounds to read words.</p> <p>To be able to segment and write words.</p> <p>To begin to be able to write some short captions, labels, and sentences with adult support.</p> <p>To begin to be able to read some short sentences.</p> <p>Begin to be able to write CVC and CVC words.</p> <p>To begin to be aware of sentence structure (capital letters, finger spaces and full stops)</p> <p>To be able to participate in shared writing experiences in whole class writing sessions and story maps.</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To know the sounds for each letter in the alphabet and at least 5 digraphs.</p> <p>To be able to read and write some CVCC words.</p> <p>To know and be able to read a few common exception words matched to the school's phonic programme.</p> <p>To be able to read words consistent with their phonic knowledge.</p> <p>To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to write recognisable letters, most of which are correctly formed.</p> <p>To be able to segment and spell words when writing independently.</p>	<p>To knows the sounds for each letter in the alphabet and at least 10 digraphs.</p> <p>To be able to read words consistent with their phonic knowledge.</p> <p>To be able to read simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to segment and spell words.</p> <p>To begin to be able to talk about connectives in sentence writing.</p> <p>To be able to re-read these books and build up their confidence in word reading, fluency, understanding and enjoyment.</p> <p>To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To be able to form lower-case and capital letters correctly.</p> <p>To be able to segment and spell words and write simple phrases and sentences that can be read by others.</p> <p>To be able to read words, sentences, and stories consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to draw and innovate story maps from well-known stories.</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to anticipate (where appropriate) key events in stories</p>	<p>To be able to write sentences using adjectives, nouns, and connectives.</p> <p>To be able to consistently use capital letters, finger spaces and full stops.</p> <p>To be able to re-read what they have written to check that it makes sense.</p> <p>To demonstrate understanding of what they have read by retelling and answering comprehension questions.</p> <p>To understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>To be able to read words consistent with their phonic knowledge by sound-blending.</p>
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		<p>To be able to anticipate (where appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>To be able to talk about story structures.</p> <p>To be able to talk about characters, settings, authors, and illustrators</p> <p>To begin to learn letter names.</p>	<p>To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To begin to be able to draw and innovate story maps from well-known stories.</p> <p>To be able to demonstrate understanding of what has been read to them.</p>	<p>To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To begin to be able to draw and innovate story maps from well-known stories.</p>	<p>To be able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems and during role play.</p>	<p>To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to write simple phrases and sentences that can be read by others.</p> <p>To be able to introduce narratives in their own writing and story maps.</p>
<b>Phonics</b>	<p>Introduce 2 new sounds per week and 2 Red words per week. Progression determined by regular phonic assessments.</p> <p>Sentence reading and writing to be included in phonics lessons weekly.</p>					
<b>ELG</b>	<p><b>Comprehension</b> – 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, nonfiction, rhymes, and poems and during role play.</p> <p><b>Word Reading</b> – Say a sound for each letter of the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b> – Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					



## Understanding the World

### Past and Present

#### People, Culture and Communities

To be able to talk about members of their immediate family and community.

To be able to talk about themselves in the past when they were younger and make sense of their family history.

To know, name and describe people who are familiar to them.

To be able to draw information from a simple map for their local area.

To be able to talk about the lives of people around them and their roles in society both in the present and past.

To know and understand that some places are special to members of their community.

To know and name some important places of worship.

To know some historical facts and stories from different religions and celebrations.

To be able to recognise that people have different beliefs and celebrate special times in different ways.

To know about different celebrations that occur in Autumn (Diwali, Hannukah, Remembrance Day, Christmas, black history month, carnival)

To know about some influential figures from the past such as Ruby Bridges, Rosa Parks, and Martin Luther King.

To be able to recognise some similarities and differences between life in this country and life in other countries.

To learn about different cultures in other places in the world.

To be able to comment on images of familiar situations in the past.

To be able to compare characters from stories, including figures from the past.

To be able to continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.

To be able to respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.

To be able to draw information from a simple adventure map.

To be able to look at similarities and differences between the natural world around them in the past and present.

To know about influential figures from the past such as Christopher Columbus and Katherine Johnson and discuss historical events that have happened in the past such as the discovery that the world was round, the first man and woman on the moon and the discovery of dinosaurs through palaeontology.

To be able to comment on images and situations in the past.

### The Natural World

To be able to explore the natural world around them, making observations and drawing pictures and observing Important changes and seasons at Forest School.

To be able to describe what they see, hear, and feel whilst outside at Forest School.

To be able to explore the natural world around them, making observations and drawing pictures of animals and plants.

To know and understand the important processes and changes in the natural world around them, including seasons and changing states of matter through observations and investigations at Forest School.

To be able to explore the natural world around them.

To be able to compare the natural world in different places around the world (looking at geographical and climate differences).

To be able to describe what they see, hear, and feel whilst outside.

To be able to make Bird Feed and Fires at Forest School, building an appreciation for non-materialistic aspects of life.

To begin to understand the negative impact that humans can have the environment.

To know what they can do to make positive changes towards suitability.

To be able to make observations and draw pictures of animals and plants.

To understand the important processes and changes in the natural world around them, including seasons and changing states of matter.

To know about healthy foods that grow naturally.

To know what a plant needs to grow.

To be able to explain some concepts of growth through observation of seeds growing in class.

To know about some lifecycles with a focus on ladybirds and tadpoles.

To know how to care for the natural environment and living things.

To know and understand the important processes and changes in the natural world around them building an understand of how human activity can have a negative impact on the environment and what they can do to look after the natural world.

To be able to talk about the differences between materials and changes they notice.

To explore and talk about different forces they can feel when experimenting.

To be able to carve a peg at Forest School.

ELG	<p><b>Past and Present</b> - Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture, and Communities</b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, images 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, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World</b> - 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 to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>					
Expressive Arts and Design						
Music	<p>To be able to sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To know a range of songs related to themselves and their communities.</p> <p>To be able to explore sound through singing topical, multicultural, seasonal etc. songs.</p>	<p>Listen to and explore the beats of different music from around the world.</p> <p>To know that different music is played for different celebrations.</p> <p>To be able to learn to play percussion, instruments and to listen as they play to the sounds they make.</p> <p>To know that sounds can be changed by altering the way they are made.</p> <p>To be able to move to musical stimuli and keep in time to the music.</p> <p>To be able to perform songs on stage to others.</p>	<p>To know different songs and dances from around the world.</p> <p>To be able to join in simple songs remembering some of the words.</p> <p>To be able to participate in action songs which call for movement.</p> <p>To be able to move to musical stimuli in a variety of ways, e.g. hopping, marching, skipping, and jumping.</p>	<p>To know a repertoire of songs - nursery, topical, seasonal, interdenominational, and multi-cultural.</p> <p>To be able to Imitate and create movement in response to music.</p> <p>To be able to tap out simple repeated rhythms and make some up, showing interest in the way musical instruments sound.</p> <p>To be able to perform in the spring concert.</p>	<p>Be able to listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>To know that they can use their voices whilst acting to create a dramatic effect.</p>	<p>To be able to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To begin to be able to move rhythmically.</p> <p>To be able to recognise repeated sound and motion movements to music.</p> <p>To be able to perform in the summer play.</p>

<b>Creating with Materials</b>  <b>Being Imaginative and Expressive</b>	To be able to explore what happens when they mix colours.	To learn about and create arts and crafts from different cultures e.g. Rangoli patterns, Divas, Christmas cards, Hanukah cards.	To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them.	To be able to create collaboratively sharing ideas, resources, and skills.	To be able to safely use and explore a variety of materials, tools, and techniques.	To know and select tools and techniques needs to shape, assemble, and join materials.
	To be able to experiment to create different textures.			To be able to use props and role play to tell stories and act out narratives in play.	To be able to experiment with colour, design, texture, form, and function.	To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
	To draw and paint pictures of their families and people in the community who help us.	To know colours can be mixed to make a new colour.	To know that different materials can be used to create art.	To know different uses and purposes for a range of media materials.	To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes.	To make props and to tell pirate, dinosaurs, and adventure stories.
	To be able to develop storylines in their pretend play.	To be able to invent narratives in role play and when playing in the playground.	To be able to explore art from different places around the world.	To be able to use paints and pastels and other resources to create observational drawings.	To be able to construct with a purpose.	To engage with topic related role play.
	To know that different media can be combined to create new effects.	To be able to play with others who are engaged in the same theme during role play.	To be able to use simple tools and techniques competently and appropriately when creating arts from round the world.	To introduce a storyline or narrative into their play.	To complete art with milk tops for the environment project.	To perform a narrative with their class in the summer show.
	To be able to manipulate materials to achieve a planned effect.	To be able to sing and perform songs and rhymes from different celebrations.	To be able to select tools and techniques needed to shape, assemble, and join materials they are using and explain the processes they have used.	To perform a show in the spring concert.		
	To be able to play with others who are engaged in the same theme during role play.	To create narratives with different cultural dress up items, clothing, dolls, and small world.				
To create simple representations of events, people, and objects.	To make props and retell historical stories for different celebrations.					
	To perform songs in the celebrations show.					
<b>ELG</b>	<b>Creating with Materials</b> - 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 roleplaying narratives and stories,  <b>Being Imaginative and Expressive</b> - 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 and move in time with music.					
<b>ICT</b>						
<b>ICT</b>	To be able to use a simple programme on the iPad or interactive whiteboard and predict the behaviour of a simple pattern (phonics play, paint, Top Marks).	To be able to execute a sequence of instructions on a programming toy or app to guide a robot.  To know some ways to stay safe online.  To be able to use a digital camera or camcorder to record images and videos.		To know information can be retrieved from a computer.  To know and understand different uses of technology and know how computers help us outside school.  To know how to stay safe online.		