

St Mary's Catholic Primary School – Reception Long Term Plan



Our Curriculum Intent

At St Mary's, our Early Years curriculum is rooted in our Catholic mission to love one another, value each child as special to God, and nurture the whole child. Guided by the Early Years Framework, Development Matters, and our school's curriculum drivers – Outdoor Learning, Sport, Growth Mindset, and Oracy – our bespoke curriculum is designed to meet the unique needs and experiences of our children and community.

Outdoor learning lies at the heart of our provision, offering real-life, vocabulary-rich opportunities that inspire curiosity, risk-taking, collaboration, and a deep respect for the natural world. We prioritise the Prime Areas – communication and language, physical development, and personal, social and emotional development – as the foundation for lifelong learning.

Through playful, purposeful experiences, high-quality adult interactions (SHREC), and our topic approach, we support children to become motivated, independent learners. Our curriculum is underpinned by the Characteristics of Effective Learning, enabling children to think critically, explore creatively, and thrive socially and emotionally.

Nursery rhymes and rich language experiences are embedded across all learning to develop oracy, listening, confidence, and early literacy skills. Through everything we do, we help children grow into confident, capable individuals with a strong sense of self, belonging, and purpose.

Overarching topics and themes

Nursery rhymes will be a golden thread throughout the year.

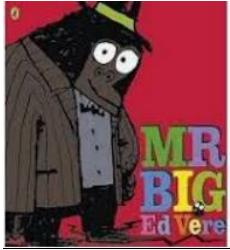
Seasons will be explored throughout the year in real time to make the experience 'real' for the children.

	<u>Where do I Belong?</u>	<u>Celebrations</u>	<u>Traditional Tales</u>	<u>Journeys</u>	<u>Life Cycles</u>	<u>Hot and Cold (Climate change)</u>
RE	<u>Creation and Covenant</u>	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
<u>Possible focus area:</u>	See Rationale documents for each topic.					
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Books for Pleasure</u>	<u>Where do I Belong?</u>	<u>Celebrations</u> Binny's Diwali	<u>Traditional Tales</u> Inside the Villians	<u>Journeys</u>	<u>Life Cycles</u> Tad	<u>Hot and Cold (Climate change)</u>

Quality texts to enhance the children's vocabulary/ language

Baseline – My School, Class, Friends

Mr Big Ed Vere
(Exploring the children's talents)

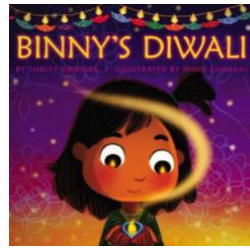


The Something
Rebecca Cobb

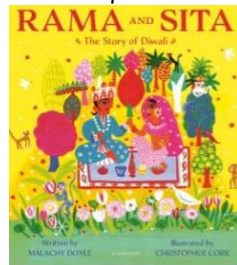


The Boy who Loved Maps
Kari Allen

Thirty Umrigar and Nidhi Chanani



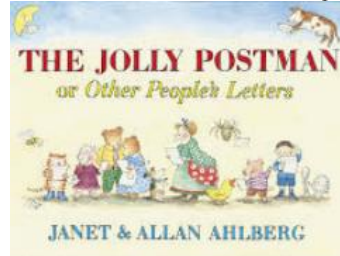
Rama and Sita: The Story of Diwali
Malachy Doyle and Christopher Corr



Clotilde Perrin



The Jolly Postman or Other People's Letters
Janet and Allan Ahlberg



(Meeting the Traditional Tales characters)

We're Going on a Bear Hunt
Michael Rosen

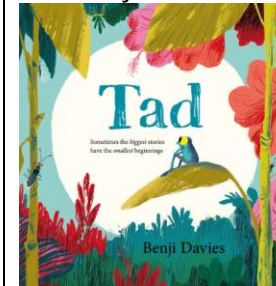


We Catch a Bus
Katie Abey

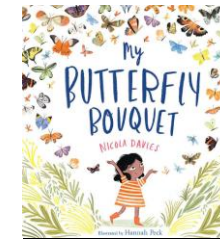


Last Stop on Market Street
Matt de la Pena

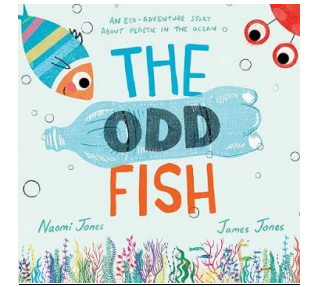
Benji Davies



My Butterfly Bouquet
Nicola Davies

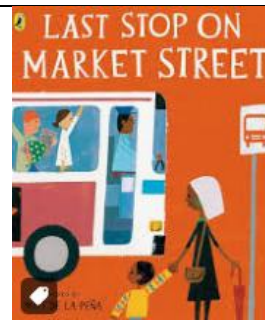
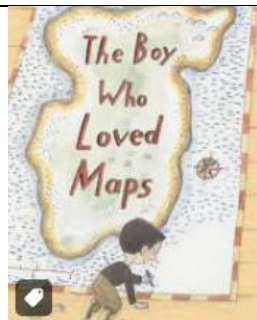


The Odd Fish
Naomi Jones



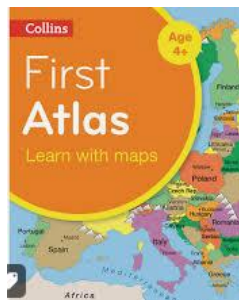
Leaf
Sandra Dieckman



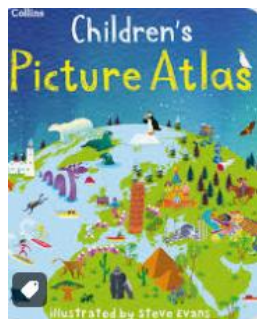


Non-Fiction
texts to
supplement
vocabulary
and language
development

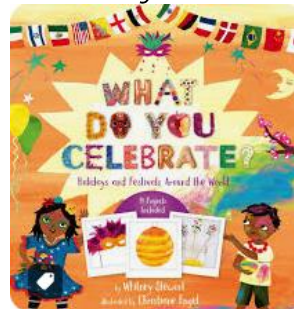
Collins First Atlas



Children's Picture
Atlas (Collins)



What Do You
Celebrate? Holidays
and Festivals Around
the World
Whitney Stewart



(diversity)

Amelia Earhart
Maria Isabel Sanchez
Vegara



Growing and
Changing: All About
Life Cycles
Ruth Owen



The Egg Book: See
how Baby Animals
Hatch, Step by Step
DK

Rubbish? Don't Throw it
Away! By Linda Newbery
and Katie Rewse



						
<p>Drawing Club Drawing Club is about the development of fine motor to add the detail, the extension of vocabulary. It further develops how children can talk confidently, using new vocabulary, listening, sharing ideas, having conversation back and forth, collaborating respecting and helping one and other.</p>	<p>Not Now Bernard – David Mc Kee</p> <p><i>Little Red Hen- Paul Galdone</i></p> <p><i>Wacky Races</i></p> <p>What's in the Witches Kitchen- Nick Sharratt</p> <p><i>The Magic Porridge Pot – Vera Southgate</i></p> <p><i>Mr Benn Zookeeper</i></p>	<p>Pirate Pete – Nick Sharratt</p> <p><i>Chicken Licken</i></p> <p><i>Roadrunner</i></p> <p>The Hairy Toe – Daniel Postgate</p> <p><i>Goldilocks</i></p> <p><i>Popeye</i></p>	<p>A Dark, Dark Tale by Ruth Brown</p> <p><i>The Gingerbread Man</i></p> <p><i>Pink Panther – Season 1 Episode 1</i></p> <p>Je M'Habille et...Je Te Croque</p> <p><i>The Three Little Pigs</i></p> <p><i>Trapdoor Breakfast</i></p>	<p>Room on the Broom – Julia Donaldson</p> <p><i>Hansel and Gretel</i></p> <p><i>Bat Fink: The Short Circuit Case</i></p> <p>Penguin – Polly Dunbar</p> <p><i>White Hen and the Fox</i></p> <p><i>The Magic Roundabout - Bubbles</i></p>	<p>We're Going on a Bear Hunt (revisiting) Michael Rosen</p> <p><i>The Billy Goats Gruff</i></p> <p><i>Willo' the Wisp- The Thoughts of Moog</i></p> <p>Would you Rather – John Burningham</p> <p><i>Jack and the Beanstalk</i></p> <p><i>Captain Pugwash – Monster Ahoy</i></p>	<p>The Giant Jam Sandwich – John Vernon Lord</p> <p><i>The Ugly Duckling</i></p> <p>Farmer Duck – Nick Wadell</p> <p>The Tiger who came for Tea – Judith Kerr</p> <p>Where the Wild Things Are- Maurice Sendak</p> <p>Dear Zoo- Rod Campbell</p>
<p>Poetry Basket</p>	<p>Buster the Fly</p>	<p>Five Little Pumpkins</p>	<p><i>Hickory Dickory Dock</i></p>	<p>Bees</p>	<p><i>Incy Wincy Spider</i></p>	<p>1, 2, 3, 4, 5 Once I Caught a Fish Alive</p>

<i>Poems / rhymes in red chosen by school / schools poetry spine</i>	A Little House Mice by Rose Fyleman A Little Shell The Fox Five Little Owls	Pointy Hat Who has seen the wind? A Basket of Apples Pitter Patter The Thunderstorm	Popcorn Shoes Spring Wind Rabbit Alligator Pie	I have Little Frog Pancakes Hungry Birds Stepping Stones Crayon Poem	Leaves are Falling Monkey Babies- by Irene Rowsley and John Foster Creepy Crawlies Caterpillar Springtime	Rain Flowers Digging Leaves are Green Raindrops Icicles
Wider Experiences	Walk to the shop Walk to the park Harrington Shore Reservoir Visit	Bollywood Dancing / Diwali powder painting Singing in a care home Panto visit	Library Visit Visit to Milfield / Curwen Hall Picnic at the castle / in the forest	Post a letter in the post box Train ride to Whitehaven – walk to Beacon Museum	Whinlatter Forest Pond dipping	Walk to Harrington beach Peter Knutsford Climate Change Workshop

On this plan, throughout the Reception year all learning in the prime areas will be built upon from the previous half term with only the new focus progressive, developmental steps listed. Skilled staff understand what has gone before during the 3 and 4 year old age band with in the nursery year and will still be promoting and developing these skills across the prime areas despite them not being listed here.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development.

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and

modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (EYFS Statutory Framework)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 – ELG
<i>Listening, Attention and Understanding</i>	<p>Learn new vocabulary.</p> <p>Understand how to listen carefully.</p> <p>Understand why listening is so important.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Make comments about what they have heard</p> <p>Engage in non – fiction books</p> <p>Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Engage in back and forth exchanges with their teachers and peers.</p>	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listen attentively and respond to relevant questions, comments and actions when being read to</p>	<p>Listen attentively and respond to relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p><i>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.</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</i></p>
<i>Speaking</i>	<p>Use new vocabulary through the day.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities.</p>	<p>Describe events in some detail.</p> <p>Use talk to explain how things work and they might happen</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	<p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making</i></p>

	<p>familiarity and understanding.</p> <p>Engage in story times.</p> <p>Learn rhymes, poems and songs.</p> <p>Participate in small group and one-to-one discussions.</p>	<p>Use vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions.</p>	<p>Use past and present tenses appropriately with support from a grown up</p>	<p>Use future tense appropriately with support from a grown up.</p>		<p>use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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- Skilled staff understand what has gone before during the 3- and 4-year-old band with in the nursery year and will still be promoting and developing these skills across the prime areas despite them not being listed here.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Self-Regulation	<p>See themselves as a valuable individual.</p> <p>Moderate their own feeling socially</p> <p>Understand and follow class rules.</p>	<p>Moderate their own feelings emotionally</p> <p>Understand and follow school rules</p>	<p>Identify and moderate their own feelings socially and emotionally</p> <p>Show understanding of the feelings of others</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow an instruction</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able</p>
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	<p>Use the exploring boards appropriately, following the rules.</p> <p>Follow the good listening rules – Give focused attention to what the teacher says.</p> <p>Follow the visual timetable</p> <p>Follow one step instructions</p>	<p>Give focused attention to what the teacher says, responding appropriately</p> <p>Follow instructions with more than one step</p>	<p>Be able to wait for what I want</p>			<p>to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Managing Self	<p>Show resilience and perseverance in the face of challenge – explicit modelling, teaching, sharing good examples ‘Excellent Explorers’ board – display that highlights those children who are demonstrating the above)</p> <p>Manage their own needs – toileting, handwashing.</p> <p>Manage their own needs – coat on and zipped up independently</p> <p>Manage their own needs – shoes on and off, wellies on and off</p> <p>Manage their own needs – Outdoor suits on and off</p>	<p>Show resilience and perseverance in the face of challenge- supported</p> <p>Manage their own needs- outdoor suits turned the correct way out and hung appropriately</p> <p>Know and talk about the different factors that support their overall health and well-being – having a good sleep routine.</p>	<p>Show resilience and perseverance in the face of challenge- independence</p> <p>Know and talk about the different factors that support their overall health and well-being- sensible amounts of screen time (Safer Internet Day)</p>	<p>Manage their own needs – oral health (One Decision link)</p> <p>Know and talk about the different factors that support their overall health and well-being – toothbrushing.</p>	<p>Know and talk about the different factors that support their overall health and well-being- being a good pedestrian/ regular physical activity.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

	<p>Know and talk about the different factors that support their overall health and well-being – healthy eating</p> <p>Know and understand the school rules- try to follow them and behave accordingly.</p> <p>Create class rules and try to follow them and behave accordingly</p>					
Building Relationships	<p>Build constructive and respectful relationships- baseline settling in, staff and children getting to know each other</p> <p>Build constructive and respectful relationships – who are the friends and grown-ups in the class?</p> <p>How we treat others and why - explicit modelling, teaching, sharing good examples 'Excellent Explorers' board – display that highlights those children who are demonstrating the above)</p> <p>Think about the perspectives of others – exploring time rules.</p>	<p>Build constructive and respectful relationships- supported</p> <p>Think about the perspectives of others – other cultures and communities</p> <p>Express feelings and consider the feelings of others- daily emotion check in (add fear and calm) including linking to how others will be feeling after specific actions.</p>	<p>Build constructive and respectful relationships- moving towards independence</p> <p>Express their feelings and consider the feelings of others- daily emotion check in (add anger and loved) including linking to how others will be feeling after specific actions.</p>	<p>Build constructive and respectful relationships- begin to build relationships with Year 1 staff team</p>	<p>Build constructive and respectful relationships- continue to build relationships with Year 1 staff team</p>	<p>Think about the perspectives of others – cultures and communities around the world.</p>

	Express their feelings and consider the feelings of others – daily emotion check in (happy and sad) Including link to how others will be feeling after specific actions.					
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Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁹. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Gross Motor	Revise and refine, through planned teaching and continuous provision opportunities, the fundamental movement skills they have already acquired: -Rolling -Crawling -Walking -Jumping -Running -Hopping -Skipping -Climbing	Progress towards a more fluent style of moving with developing control and grace – ball skills (foot) Further develop and refine a range of ball skills including: kicking, passing Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball: throwing and catching	Progress towards a more fluent style of moving with developing control and grace – gymnastics/ dance Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- moving towards independence Combine different movements with ease and fluency – gymnastics/ dance	Progress towards a more fluent style of moving with developing control and grace- multi skills and agility	Progress towards a more fluent style of moving with developing control and grace- tennis Further develop and refine a range of ball skills including: batting and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball: batting and aiming	Progress towards a more fluent style of moving with developing control and grace- athletics Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping,
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	<p>Progress towards a more fluent style of moving with developing control and grace – ball skills (hand)</p> <p>Further develop and refine a range of ball skills including catching and throwing.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball: throwing and catching</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- explicit modelling, teaching, sharing of good examples.</p> <p>Combine different movements with ease and fluency – trikes peddling, 2 wheeled balance bikes.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor-supported</p> <p>Further develop the skills they need to manage the school day successfully – Lining up and queuing – (school rules link)</p>	<p>Combine different movements with ease and fluency – 2 wheeled bikes, no stabilisers.</p>			<p>dancing, hopping, skipping and climbing</p>
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	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop the skills they need to manage the school day successfully – Lining up and queuing – (school rules link)</p>					
<p>Fine Motor</p>	<p>Develop their small motor skills so they can use a range of tools competently, safely and confidently – knives, forks, and spoons, paintbrushes, scissors, pencils/ pens for supported drawing and early writing/ mark making</p> <p>(s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b – phonics)</p> <p>Plus letters in their name</p> <p>Specific teach of tripod grasp – modelled, explicit, correct examples shared.</p> <p>Further develop the skills that they need to manage the school day successfully – Meal times – using knife, fork and spoon independently and appropriately to eat</p>	<p>Develop their small motor skills so they can use a range of tools competently, safely and confidently – rolling pins, pencils/ pens for developing writing/ mark making</p> <p>(f, l, j, v, w, x, y, z – phonics)</p> <p>Specific teach of tripod grasp- support</p> <p>Further develop the skills that they need to manage the school day successfully – Meal times – using knife, fork and spoon independently and appropriately to eat and to cut food up for themselves</p>	<p>Develop their small motor skills so they can use a range of tools competently, safely and confidently – tape dispensers, pencils/ pens for independent drawing and mark making.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Specific teach of tripod grasp- move towards independence/</p>	<p>Develop their small motor skills so they can use a range of tools competently, safely and confidently – knives for food preparation, hand trowels, and forks, dustpan and brush</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills that they need to manage the school day successfully – Meal times – using knives appropriately to cut food up in food preparation activities.</p>	<p>Develop their small motor skills so they can use a range of tools competently, safely and confidently –</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Develop their small motor skills so they can use a range of tools competently, safely and confidently – spoons for spreading</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Read common exception words matched to the school's phonic programme – Monster Phonics. (I'm, vey, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could)</p> <p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>

						Begin to show accuracy and care when drawing.
Word Reading	<p>Read individual letters by saying the sounds for them (s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss,)</p> <p>Blend sounds into words, so that they can read short words made up of known-letter sound correspondences.</p> <p>Read common exception words matched to the school's phonic programme – Monster Phonics. (a, at, as, in, it, is, I, an, and, am, dad, to, into, go, no, the, get, dog, can, got, on, not, cat, up, mum, put, had, oh, him, his, big, has, he, she, me, we, be, of)</p> <p>Read simple phrases made up of known letter sound correspondence.</p> <p>Reread these books to build up their confidence in word reading, their fluency and their understanding and enjoyment (3 Monster Phonics Sessions –</p>	<p>Read individual letters by saying the sounds for them (j, v, w, x, y, z, zz)</p> <p>Read some letter groups that each represent one sound and say sounds for them (qu, ch, sh, th, ng, oo, ar)</p> <p>Read common exception words matched to the school's phonic programme – Monster Phonics. (if, off, you, my, they, for, will, all, went, was, from, help, too, her, with, are, yes, then, them, that, this, said)</p> <p>Read simple phrases made up of known letter sound correspondence.</p> <p>Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary, a few exception words</p>	<p>Read some letter groups that each represent one sound and say sounds for them (oo, ow, ee, ur, ai, or, oa,)</p> <p>Read common exception words matched to the school's phonic programme – Monster Phonics. (look, now, down, see, going, just, have, it's, do, so)</p>	<p>Read some letter groups that each represent one sound and say sounds for them (er, igh, air, oi, ear, ure,)</p> <p>Read common exception words matched to the school's phonic programme – Monster Phonics. (come, some, were, one, like, by, when, little, what, day, away, play, children)</p>	<p>Read common exception words matched to the school's phonic programme – Monster Phonics. (your, here, saw, time, out, house, about, made, make, came)</p>	<p>Say a sound for each letter in the alphabet and at least 10 diagraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>

	decoding, comprehension and prosody)					
Writing	<p>Form lower case letters appropriately – through daily modelling and writing, and the letters in their name.</p> <p>Form capital letters appropriately – capital letter at the start of their name</p> <p>Write their name</p> <p>Write CVC words with support</p>	<p>Form lower case letters appropriately – through daily modelling and writing.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s- see sounds learned in phonics (CVC single letters plus cvc including digraphs.)</p> <p>Write CVC words independently and short phrases/ sentences with support</p>	<p>Form lower case letters appropriately – through daily modelling and writing.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s – (cvc including digraphs/ trigraphs taught this half term and previously, plus longer words)</p> <p>Write short words independently and short phrases/ sentences with increasing independence</p>	<p>Form lower case letters appropriately – through daily modelling and writing.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s – (words with 2 or more digraphs, longer words, words ending in – ing, compound words, words with s in the middle /z/ s words ending – s words with – es at the end /z/)</p> <p>Write short sentences with words with known sound – letter correspondences.</p>	<p>Form lower case letters appropriately – through daily modelling and writing.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s – short vowels CVCC/ CCVC/ CCVCC/ CCCVC/ CCCCVC.</p> <p>Compound words, root words ending in -ing, -ed,/t/, -ed/ id/ ed/ -est</p> <p>Write short sentences with words with known sound – letter correspondences.</p>	<p>Form lower case letters appropriately – through daily modelling and writing.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s – short vowels CVCC/ CCVC/ CCVCC/ CCCVC/ CCCCVC.</p> <p>Compound words, root words ending in -ing, -ed,/t/, -ed/ id/ ed/ -est</p> <p>Writing polysyllabic words</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>

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Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives,

including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p>Number</p>	<p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Understand the 'one more than/ one less than relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10.</p>	<p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Understand the 'one more than/ one less than relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number binds for numbers 0-5 and some to 10</p>	<p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Understand the 'one more than/ one less than relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number binds for numbers 0-5 and some to 10</p>	<p>Have a deep understanding of number to 10, including composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number binds up to 5 (including subtraction facts) and some number binds to 10, including double facts.</p>
<p>Numerical Patterns</p>	<p>Compare Numbers</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity</p>	<p>Count beyond 10</p> <p>Compare numbers</p> <p>Doubles, odds and evens – sharing equally</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>Compare length, weight and capacity</p>	<p>Count beyond 10</p> <p>Compare numbers</p> <p>Doubles, odds and evens – sharing equally</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts</p>

			Compare length, weight and capacity	and how quantities can be distributed equally.
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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Past and Present	Talk about the lives of the people around them and their roles in society- link to all about me – who are the adults in school?	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Talk about the lives of the people around them and their roles in society		Comment on images of familiar situations in the past Talk about the lives of the people around them and their roles in society	Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
People, Culture and Communities.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Talk about members of their immediate family and community. Understand that some places are special to members of their community – Church visit	Talk about members of their immediate family and community link learning in Nursery - to people who help us.	Recognise that people have different beliefs and celebrate special times in different ways.	Talk about members of their immediate family and community link learning in Nursery - to people who help us. Name and describe people who are familiar to them	Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways.

	<p>Draw information from a simple map – where do I belong?</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>				<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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>
The Natural World	<p>Explore the natural world around them</p>	<p>Describe what they see, hear and feel outside</p> <p>Understand the effect of changing seasons on the</p>	<p>Describe what they see, hear and feel outside</p>	<p>Describe what they see, hear and feel outside</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>

	<p>Make observations and pictures of animals in the natural world</p>	<p>natural world around them (Autumn walk)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Understand the effect of changing seasons on the natural world around them (Spring walk)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (Spring walk)</p>	<p>and changing states of matter.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<p>Creating with Materials</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings – paint (colour mixing), observational drawing, mixed media masks.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings- paint (blow painting), clay sculpture, collage, printing</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings – Paint (colour wash), clay sculpture, 3D modelling</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings- collage, 3D modelling, observational drawing (Pastels, chalks, pencils)</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings- observational drawings with detail, pencil and pencil crayon, 3D modelling/ sculpture</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings—printing, 3D modelling, painting</p> <p>Safely</p>
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	<p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Return to build on their previous learning, refining ideas and developing their ability to represent them 1-1 discussion- Excellent Explorers</p> <p>Create collaboratively sharing ideas, resources and skills</p>	<p>Return to build on their previous learning, refining ideas and developing their ability to represent them- group discussion and focus- Excellent Explorers</p> <p>Create collaboratively sharing ideas, resources and skills</p>	<p>Return to build on their previous learning, refining ideas and developing their ability to represent them— independence</p> <p>Create collaboratively sharing ideas, resources and skills</p>	<p>Return to build on their previous learning, refining ideas and developing their ability to represent them— independently</p> <p>Create collaboratively sharing ideas, resources and skills</p>	<p>use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process that they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Being Imaginative and Expressive</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play – domestic role play</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses – Diwali dance unit</p> <p>Christmas play songs</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody – Christmas play songs</p> <p>Develop storylines in their pretend play – domestic role play (Diwali and Christmas celebrations)</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play – domestic role play- link to traditional tales</p> <p>Develop storylines in their pretend play – domestic</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play (Shrove Tuesday, Easter Celebrations)</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play</p>	<p>Develop storylines in their pretend play- domestic play, airport</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music.</p>

		<i>Explore and engage in music making and dance, performing solo or in groups.</i>	<i>role play- link to National Story telling week</i>			
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