

Reception Long Term Planning – Curriculum 2025-2026

Our Early Years curriculum is ambitious in its knowledge content and tailored to suit the needs and next steps of all learners. The knowledge our children gain from our enriching and challenging curriculum gives children the start they need to succeed in life. All areas of our curriculum are underpinned by the Characteristics of Effective Teaching and Learning, these are playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking). These run throughout the EYFS and ensure that children learn the skills they need to be successful lifelong learners.

Characteristics of Effective Teaching and Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none">- Realise that their actions have an effect on the world, so they want to keep repeating them.- Plan and think ahead about how they will explore or play with objects.- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing- Make independent choices.- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.- Respond to new experiences that you bring to their attention.	<ul style="list-style-type: none">- Participate in routines.- Begin to predict sequences because they know routines.- Show goal-directed behaviour.- Begin to correct their mistakes themselves.- Keep on trying when things are difficult.	<ul style="list-style-type: none">- Take part in simple pretend play- Sort materials- Review their progress as they try to achieve a goal. Check how well they are doing.- Solve real problems- Use pretend play to think beyond the 'here and now' and to understand another perspective.- Know more, so feel confident about coming up with their own ideas.- Make more links between those ideas.- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

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Communication and Language – Educational Programme

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.

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<u>Communication and Language</u>	<u>Listening, Attention and Understanding</u>	<u>Speaking</u>
Autumn Term	<ul style="list-style-type: none"> - Shows understanding of some preposition i.e. under, behind. - Responds to an instruction with more steps. - Begins to understand how and why questions. - Can listen or do but can change their own focus of attention. - Shows variability in their listen behaviour. - Beginning to understand humour. 	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books..
Spring Term	<ul style="list-style-type: none"> - Understands a range of complex sentence - Able to follow stories without pictures or prompts. - Listens to ideas shared by others. - Understand who, why, where, when and how questions. - May indicate two channelled attention. 	<ul style="list-style-type: none"> - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span
Summer Term	<p>ELG</p> <p>Listens 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. Makes comments about what they have heard and asks questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teachers and peers.</p>	<p>ELG</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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Vocabulary	Look, listen, focus, watch, think, take turns, share, question, instruction, follow, steps, my turn, your turn, who, what, where, when, why, how	Speak, talk, respond, loud, quiet, question, answer, share, ideas, talk-partner, vocabulary, words, Wow words, vocabulary flower, word choices, meaning, syllables, word, sentence
Preparing for Year 1	<p>Communication and Language has links to all other subject areas.</p> <ul style="list-style-type: none">- Children will know the importance of developing their own language and vocabulary skills.- They will understand how they can apply new vocabulary to different areas of learning.- They will be taught how to talk through their ideas to impact on the planning stages of other learning, as well as being able to explain their learning to others.- Skills linked to turn taking in regards to speaking and listening will be shared and how listening to others is a key component of successful communication.	

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Personal, Social and Emotional Development – Educational Programme

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

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<u>Personal, Social and Emotional Development</u>	<u>Self- Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>
Autumn Term	<ul style="list-style-type: none"> - Understands their own and other people’s feelings, offering empathy and comfort - Talks about their own and others’ feelings and behaviour and its consequences - Is aware of behavioural expectations and sensitive to ideas of justice and fairness 	<ul style="list-style-type: none"> - Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group - Has a clear idea about what they want to do in their play and how they want to go about it - Shows confidence in choosing resources and perseverance in carrying out a chosen activity 	<ul style="list-style-type: none"> - Develops particular friendships with other children, which help them to - Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations - Is proactive in seeking adult support and able to articulate their wants and needs
Spring Term	<ul style="list-style-type: none"> - Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people - Is more-able to manage their feelings and tolerate situations in which their wishes cannot be met - Seeks support, “emotional refuelling” and practical help in new or challenging situations. 	<ul style="list-style-type: none"> - Recognises that they belong to different communities and social groups and communicates freely about own home and community - Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination - Can describe their competencies, what they can do well and are getting better at; 	<ul style="list-style-type: none"> - Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others - Is increasingly flexible and cooperative as they are more-able to understand other people’s needs, wants and behaviours - Is increasingly socially - Understand different points of view and to challenge their own and others’ thinking skilled and will take steps to resolve conflicts

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	<ul style="list-style-type: none"> - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	describing themselves in positive but realistic terms	with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
Summer Term	<p>ELG</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>ELG</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>ELG</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs
Vocabulary	<p>The vocabulary in Personal, Social and Emotional Develop can be applied to all three areas of learning. These include:</p> <p>Feelings, emotions, happy, sad, upset, excited, disappointed, angry, cross, tired, surprised, confused, frustrated, calm, fear, scared, love</p> <p>Relationship, friendship, family, myself, others, bullying, safe, ideas, thoughts, similar, different, positive, choices, turns, fair, negotiate, trust, compromise.</p> <p>Determination, hard work, challenge, perseverance, try/try again.</p>		

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<p>Preparing for Year 1</p>	<p>Links to - PSHE curriculum</p> <ul style="list-style-type: none">- Children will be taught the language and vocabulary to discuss how they are feeling, how others are feeling and how our own actions can affect others.- They will know that it is good to feel different emotions and that we need to know how to manage these.- We will teach ways in which they can stay safe and who safe people are. Along with this, they will have opportunities to develop their understanding of the importance of physical and mental wellbeing.- Children will have strategies that they can transfer into Year 1 to help them resolve and compromise in social situations and conflicts with their peers.- Children will understand the importance of being able to 'challenge themselves' and know that hard work and determination will lead to self-improvement.- Work around transition will support the children in understanding changes and how these can be positive.
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Physical Development – Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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.

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<u>Physical Development</u>	<u>Gross Motor</u>	<u>Fine Motor</u>
Autumn Term	<ul style="list-style-type: none"> - Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk - Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance - Travels with confidence and skill around, under, over and through balancing and climbing equipment • 	<ul style="list-style-type: none"> - Shows a preference for a dominant hand - Begins to use anticlockwise movement and retrace vertical lines - Begins to form recognisable letters independently - Uses simple tools to effect changes to materials
Spring Term	<ul style="list-style-type: none"> - Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it 	<ul style="list-style-type: none"> - Handles tools, objects, construction and malleable materials safely and with increasing control and intention - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
Summer Term	<p>ELG</p> <ul style="list-style-type: none"> - 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. 	<p>ELG</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.

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Vocabulary	Throw, kick, push, catch, dance, move, copy, perform, balance, jump, land, run, collect, jog, throw, pair, partner, forwards, backwards, turn, take turns, partner, safe/safely, healthy, unhealthy, space, direction, challenge, sport, heart, exercise Also see EAD for vocabulary links.	Cutlery, pencil, pen, mark making, big, small, letters, cut, snip, draw, line, vertical, horizontal, long, short, hand, fingers, arm, handwriting, letter formation, accurate
Preparing for Year 1	Links to - PE curriculum <ul style="list-style-type: none">- Children will know the importance of a healthy lifestyle and this includes both physical and mental health.- Children will be able to talk about ways in which they can stay healthy.- PE lessons will include why it is important to warm out bodies before physical activity and how cool downs can support their bodies in recovery.- They will be able to find a space and know how to keep themselves safe whilst joining in with PE lessons.- PE lessons will focus on the fundamental skills, along with co-ordination, following instructions, working in pairs/teams and gross and fine motor skills.- Children will learn how to use a wide range of one handed tools, as well as having access to activities that strengthen their hand and arm muscles to better prepare them for writing.- Children will use the Little Wandle letter formation captions to consolidate their understanding of how to correctly form each letter.	

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Literacy – Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

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<u>Literacy</u>	<u>Comprehension</u>	<u>Word Reading</u>	<u>Writing</u>
Autumn Term	<ul style="list-style-type: none"> - Enjoys an increasing range of print and digital books, both fiction and non-fiction - Describes main story settings, events and principal characters in increasing detail - Re-enacts and reinvents stories they have heard in their play 	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read a few common exception words matched to the school’s phonic programme. - Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example 	<ul style="list-style-type: none"> - Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology - Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
Spring Term	<ul style="list-style-type: none"> - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading - Knows that information can be retrieved from books, computers and mobile digital devices 	<ul style="list-style-type: none"> - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them – - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee - Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode 	<ul style="list-style-type: none"> - Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats - Form lower-case and capital letters correctly.

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	<ul style="list-style-type: none"> - Is able to recall and discuss stories or information that has been read to them, or they have read themselves 	<p>words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <ul style="list-style-type: none"> - Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense
Summer Term	<p>ELG</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	<p>ELG</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p>ELG</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.
Vocabulary	<p>The vocabulary in Literacy can be applied to all three areas of learning. These include:</p> <p>Book, text, fiction, non-fiction, beginning, middle, end, predict, question, character, setting.</p> <p>Sound, phoneme, grapheme, digraph, trigraph, word, tricky word, sentence, blend, segment, full stop, exclamation mark, question mark, sound buttons, chunk it up, syllable, prosody, expression.</p> <p>Letter formation, size, left to right, lines, finger spaces, capital letter, lower case</p>		

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	Also see – PD, CL and EAD for vocabulary links.
Preparing for Year 1	<p>Links to – Reading and Writing curriculum</p> <ul style="list-style-type: none">- Children will have daily phonics lessons, along with literacy adult led teaching inputs which will have a clear focus and progression planned.- Children will have experienced a wide range of texts including fiction, non-fiction, poetry, rhymes, recipes, instructional texts and texts from around the world and different cultures.- Little Wandle will be an embedded part of the children's learning.- Children will be familiar and confident with the setup of reading and be taught about positive reading behaviours.- Children will have access to Little Wandle vocabulary and visual and writing prompts so they are more able to independently work through reading and writing challenges. These will include grapheme friezes, grapheme mats, vocabulary flowers and letter formation captions.- Children will be exposed to writing for different purposes and will be taught from Nursery, how to scribe what they have written, helping to give meaning and purpose to it from the start.- Adults supporting the children will give value to their early marks and understand the importance of how these skills develop.- Teaching will include how to use finger spaces, full stops, capital letters and question marks.- Where appropriate, children will be encouraged to develop their skills in extended writing.

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Mathematics – Educational Programme

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.

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<u>Mathematics</u>	<u>Number</u>	<u>Numerical Patterns</u>
Autumn Term	<ul style="list-style-type: none"> - Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 - Count objects, actions and sounds. - Subitise. - Link the number symbol (numeral) with its cardinal number value. - Increasingly confident at putting numerals in order 0 to 10 (ordinality) - Count beyond ten. - Compare numbers. - Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. - Estimates of numbers of things, showing understanding of relative size 	<ul style="list-style-type: none"> - Uses informal language and analogies, (e.g. heartshaped and hand-shaped leaves), as well as mathematical terms to describe shapes - Spots patterns in the environment, beginning to identify the pattern "rule" Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat - Continue, copy and create repeating patterns - Becomes familiar with measuring tools in everyday experiences and play
Spring Term	<ul style="list-style-type: none"> - Uses number names and symbols when comparing numbers, showing interest in large numbers - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects - Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three - In practical activities, adds one and subtracts one with numbers to 10 - Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" 	<ul style="list-style-type: none"> - Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints - Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) - May enjoy making simple maps of familiar and imaginative environments, with landmarks - Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build - Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or

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	<ul style="list-style-type: none"> - Automatically recall number bonds for numbers 0–10. 	<p>capacity, paying attention to fairness and accuracy</p> <ul style="list-style-type: none"> - Is increasingly able to order and sequence events using everyday language related to time - Beginning to experience measuring time with timers and calendars
Summer Term	<p>ELG</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>ELG</p> <ul style="list-style-type: none"> - 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 evens and odds, double facts and how quantities can be distributed equally.
Vocabulary	<p>Number, numeral, maths, count, forwards, backwards, number line, tally, add, addition, subtract, subtraction, take away, equals, total, subitise, number bond, whole – part-part, double, halve, half, compare, more, less</p>	<p>Pattern, repeating pattern, shape, 2D shape, 3D shape, solid, flat, corners, sides, faces, long, short, longer, shorter, longest, shortest, heavy, light (+er and est), full, half full, empty, nearly full, nearly empty, twos, tens, odd, even, double, halve, inside, next to, behind, on top, under, on.</p>
Preparing for Year 1	<p>Links to – Mathematics Curriculum</p> <ul style="list-style-type: none"> - Children will have mathematical adult led teaching inputs which will have a clear focus and progression planned. - Children will be taught how numbers and amounts can be represented in different ways. - Children will learn different strategies they can apply to their maths work i.e. using objects, jottings and number lines to solve additions and subtractions. - Children will have the opportunities to physically make their maths work to aid the embedment of new skills. - Skills such as subitising and number bonds will be used in supporting the children with their maths fluency. - Problem solving and reasoning skills will be taught alongside other maths skills to enable to children to apply their new knowledge in difference circumstances. - Vocabulary will play a key role in extending the children’s mathematical knowledge. Mathematical focused vocabulary flowers and Wow Words will be integrated into maths lessons. - Comparative skills will be taught and applied to different mathematical skills. 	

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Understanding the World- Educational Programme

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.

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<u>Understanding the World</u>	<u>Past and Present</u>	<u>People, Cultures and Communities</u>	<u>The Natural World</u>
Autumn Term	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Enjoys joining in with family customs and routines 	<ul style="list-style-type: none"> - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> - Looks closely at similarities, differences, patterns and change in nature - Describe what they see, hear and feel whilst outside - Talks about the features of their own immediate environment and how environments might vary from one another
Spring Term	<ul style="list-style-type: none"> - Comment on images of familiar situations in the past - Talks about past and present events in their own life and in the lives of family members - Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> - Knows that other children do not always enjoy the same things, and is sensitive to this - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions - Draw information from a simple map - Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them. - Makes observations of animals and plants and explains why some things occur, and talks about changes
Summer Term	ELG <ul style="list-style-type: none"> - 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 	ELG <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. 	ELG <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants.

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	<p>their experiences and what has been read in class.</p> <ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Vocabulary	<p>Past, present, long time ago, old, new, museum, collection, history, time, years,</p>	<p>Map, location, global environment, habitat, Earth, country, planet, habitat</p> <p>Special times, similar/ different, festival, light/dark, autumn, winter, summer, spring, season, Christian, Hindus, Sikhs, religion, new year, new beginning, religion, culture, giving, friendships, similar</p>	<p>Ourselves, body, knees, shin, elbows, wrists etc, senses, smell, sight, hear, touch, taste, healthy, unhealthy, exercise, similarities, differences, seasons, autumn, leaves, hibernation, nocturnal, Spinney, trees, prediction maps, world, habitat, home, winter, cold, freezing, ice, snow, rain, hail, sleet, seed, tree, leaf, stem, petal, flower root, soil, minibeast, insect, bugs, garden, pond, woods, underground, life cycle.</p>
Preparing for Year 1	<p>Links to – Science, RE, History and Geography curriculums</p> <ul style="list-style-type: none"> - Key texts will be use to engage the children and help the children make secure links in their learning. - Key texts will support the children in making comparison between where they live and where the text is set. - Non-fiction texts will be included and children will be taught how to find out information from these. - Children will be given opportunities to take part in science style experiments to develop their basic understanding of predictions, evaluations, creating a fair environment and how to retrieve information from the experiment. 		

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| | <ul style="list-style-type: none">- Children will be taught how life has changed, both in their own timelines but also in the time of the earth i.e. thinking about how the earth was different in the time of the dinosaurs.- Children will be exposed to different types of maps including electronic (i.e. Google maps), globes and atlases.- Special times, celebrations and festivals covered in learning will be linked back to the different religions they relate to.- Children will be encouraged to talk about their own special times and celebrations and why they are important to them. |
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Expressive Arts and Design – Educational Programme

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.

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<u>Expressive Arts and Design</u>	<u>Creating with Materials</u>	<u>Being Imaginative and Expressive</u>
Autumn Term	<ul style="list-style-type: none"> - Create collaboratively sharing ideas, resources and skills. - Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding - Begins to build a collection of songs and dances 	<ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Creates representations of both imaginary and real life ideas, events, people and objects - Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences - Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth
Spring Term	<ul style="list-style-type: none"> - Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to - Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking - Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. - Explore, use and refine a variety of artistic effects to express their ideas and feelings <p>Return to and build on their previous learning,</p>	<ul style="list-style-type: none"> - Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes - Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping - Introduces a storyline or narrative into their play - Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

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	refining ideas and developing their ability to represent them	
Summer Term	<p>ELG</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. 	<p>ELG</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Vocabulary	<p>Plan, design, construct, materials, labels, create, make, thread, scissors, sellotape, glue, construction, evaluate, chose, decide, food, cooking, recipe, ingredients, equipment, healthy, unhealthy.</p> <p>Colour, colour wheel, colour mixing, primary, line, brush, evaluate, tint, shade, art, artist, paint, chalk, pastels, water colours</p>	<p>Sing, songs, music, rhyme, clap, tap, beat, pattern, repeat, instrument, environment sounds, body percussion, loud, quiet, pace, fast, slow.</p> <p>Story, ideas, act, perform, show, assembly, audience, plan, evaluate, move, movements, sequence.</p> <p>Also see – PD and CL vocabulary.</p>
Preparing for Year 1	<p>Links to – Art and Design, Design and Technology, Music and PE curriculums.</p> <ul style="list-style-type: none"> - Children will be encouraged to develop key skills and then apply these skills to a final piece of work. - As children learn about these skills, artists and examples of work will be included where possible. - Children will explore a wide range of media and materials so that they are able to make informed choices about what they would like to use. Their learning will then be extended by encouraging them to give reasons for their choices. - Planning and evaluating will be included in the processes and children will be asked to reflect on what went well, what did they need to change and how could they make it even better. - Music will incorporate examples from around the world and from different cultures. Teaching will include the significance of music from around the world. - Children will have the opportunities to use and explore real instruments but also see and hear these being played by professionals. 	

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<u>Computing</u>	Knowledge and Skills	Vocabulary
<p>Although Technology no longer has its own section within the Early Years framework, we understand how computing skills are woven into the other areas of the curriculum.</p>	<ul style="list-style-type: none"> - Understand why we use different programmes. - Know that different types of technology have different purposes. - Select technology for a particular purpose. - understand how programs work by clicking a series of buttons. - Talk about technology that they are familiar with and how they use it both at home and at school. - Navigate simple programmes using the IWB including drawing, games, mouse control, selecting, editing, changing and moving. - Know who to talk to when they are stuck or something pops up on their technology. - Recognise that strangers in the online world are the same as in the offline world. - Understand how to log in and out of programmes such as Purple Mash. - Know the importance of passwords. - Use programming activities and language i.e. Beebots (offline) - Use cameras to take photographs and to record videos (incl. iPad cameras). - Know that programming has an impact on the resources they are using (offline). - Understand how to make steps and rules in the offline world. - Understand how to find and fix errors in the offline world. 	<p>Account, backward, busy things, button, camera, choose, click, computer, errors, forward, games, interactive white board, internet, instructions, iPad, keyboard, laptop, left, move, mouse, online, offline, password, personal information, phone, play, pop-ups, program, private, Purple Mash, right, sideways, steps, stop, stranger, tablet, tap, technology, tools, touch, trusted adult, rules.</p>
<p>Preparing for Year 1</p>	<p>Links to – Computing curriculum</p> <ul style="list-style-type: none"> - Children will be exposed to a wide range of technology. 	

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	<ul style="list-style-type: none">- Children will join in with whole school events such as 'Internet Safety Week' to support learning about how to stay safe online.- Adults will model real life examples of using technology in their other teaching i.e. using programs to compose a letter, emailing other classes to ask questions/share messages, how we can send documents to the printer, using the iPads to create videos, using the internet to find out information.- Children will learn how to use log in information for age-appropriate programs such as Purple Mash.- Technology will be included in areas such as the role play area to allow children to use it in their play.- Children will be given opportunities to take photos and videos of their own work.
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