

Reception Long Term Curriculum Plan

Our Reception curriculum has been carefully designed to provide a clear and ambitious pathway towards, and beyond, the **Early Learning Goals** set out in the EYFS Statutory Framework. Drawing on the developmental sequences outlined in Development Matters, the curriculum identifies the **progressive knowledge, skills and behaviours** children need to acquire over time in order to become successful learners and achieve their full potential.

Prime Areas			Specific Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Art and Design

Reception Autumn Term

		Caped Crusaders	Busy Builders
Enquiry Question		Who does a super job to help me?	How can we build something which stays standing?
Books		A Superpower Like Mine, Supertato, Superworm	The Three Little Pigs, The Three Billy Goats Gruff, The Little Red Fort?
Indoor Roleplay		Doctors surgery	Construction site (small scale) – being a builder
Outdoor Roleplay		Police station	Construction site – building large structures
Learn and Connect	Communication and Language	Listening, Attention and Understanding <ul style="list-style-type: none">- Understand how to listen carefully and why listening is important.- Understand a question or instruction which has 2 parts such as ‘Get your coat and line up by the door’.- Learn and follow new routines.- Engage in story times. Speaking <ul style="list-style-type: none">- Develop social phrases such as saying ‘good morning, how are you?’ and use good manners such as ‘excuse me, thank you, please can I...’- Learn new vocabulary and use it throughout the day.- Use talk to organise themselves and their play.- Give a relevant verbal or non-verbal response to a question.	Listening, Attention and Understanding <ul style="list-style-type: none">- Enjoys stories and can remember most of what happens.- Listen carefully to rhymes and songs, paying attention to how they sound. Speaking <ul style="list-style-type: none">- Respond to stories by joining in with repeated refrains- Can orally retell parts of a story using repeated vocabulary from the text e.g. ‘I’ll huff and I’ll puff’.- Use talk to help work out problems; organise thinking and activities and explain how things work. and why they might happen e.g. ‘I will make my bridge strong by using lots of tape’.- Participate in a two-way conversation by listening and responding appropriately when it is their turn.
	Personal, Social and Emotional Development	Self Regulation <ul style="list-style-type: none">- Communicate with adults and peers how they feel.- Engages in activities of interest for short periods of time with adult encouragement.- Follows a simple/two part instruction given directly by an adult. Managing Self <ul style="list-style-type: none">- Learn to manage their own personal hygiene needs such as washing hands before snack time and after toileting.- Take responsibility for themselves: tidying up, going to the toilet and putting on their coat.- Participates in familiar activities. Building Relationships <ul style="list-style-type: none">- See themselves as a valuable individual.- Build constructive and respectful relationships with adults and their peers, seeking comfort, reassurance and support from familiar adults when needed.- Plays alongside other children and shows awareness of their presence. PSHE Unit: Friendship and bullying	Self Regulation <ul style="list-style-type: none">- Chooses a simple task and attempts to complete it before moving onto something else.- Maintains attention during a short whole class avidity and responds to simple questions.- Show resilience and perseverance in the face of challenge: e.g. building a sturdy tower, or a bridge that stays up.- Express their feelings and recognise the feelings of others. Managing Self <ul style="list-style-type: none">- Discuss strategies to manage fear or excitement (e.g. during Halloween or bonfire night).- Increasingly follow rules without reminders and understand why they are important.- Makes simple choices independently about resources and learning opportunities.- Completes most self-care routines independently e.g. putting on a coat/ hat/ scarf. Building Relationships <ul style="list-style-type: none">- Shows trust in familiar adults and engages confidently in familiar routines.- Participates in shared activities, working together with a friend with adult support, using and sharing resources.- Think about the perspectives of others e.g. how did they feel in that situation, and what helped them over come it? PSHE Unit: Friendship and bullying
	Physical Development	Pencil grip <ul style="list-style-type: none">- Uses large movements when painting, drawing, sweeping, digging, climbing and manipulating large equipment. Fine Motor Skills Small tools <ul style="list-style-type: none">- Holds scissors with support and makes snips in paper.- Uses a fork to spear or scoop food and uses a spoon with some control. Accuracy of drawing <ul style="list-style-type: none">- Shows an interest in and explores mark making and drawing using a range of large and small tools.- Creates recognisable shapes and patterns such	Pencil grip <ul style="list-style-type: none">- Develops hand and finger strength through activities such as squeezing, pinching, threading, moulding dough and using large tweezer. Fine Motor Skills Small tools <ul style="list-style-type: none">- Cuts across a strip of paper using both hands together, one holding the scissors and one to stabilise the paper.- Uses spoon and fork independently at Accuracy of drawing <ul style="list-style-type: none">- Draws with clear intention, talking about what they are drawing before or during the process.

		<ul style="list-style-type: none">- Demonstrates increasing control when making marks on large surfaces.- Shows a preference for a dominant hand.- Uses preferred pencil grip to mark make and practice patterns, moving onto learning letter formation.	as simple lines, circles, crosses and enclosed shapes (link to handwriting patterns).	<ul style="list-style-type: none">- Shows increasing control when manipulating small objects e.g. pom poms or pegs.- Uses a developing tripod grip for short periods.	mealtimes, selecting the appropriate cutlery for different foods.	<ul style="list-style-type: none">- Adds features that represent people, objects or experiences.
		<p>Gross Motor Skills</p> <ul style="list-style-type: none">- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing- Further develop the skills they need to manage the school day successfully: e.g. lining up and queuing, mealtimes- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>PE Unit: Large and small movements, using equipment well and exercising for enjoyment</p>		<p>Gross Motor Skills</p> <ul style="list-style-type: none">- Progress towards a more fluent style of moving, with developing control and grace. <p>PE Unit: Large and small movements, using equipment well and exercising for enjoyment</p>		
	<p>Literacy</p> 	<p>Comprehension</p> <ul style="list-style-type: none">- Shows interest in stories by listening to and responding to familiar characters, objects and events.- Shows an awareness that stories follow a sequence of events.- Listens to and responds to new words encountered in stories, rhymes and conversations.		<p>Comprehension</p> <ul style="list-style-type: none">- Recalls simple parts of a story when supported by pictures, props or adult prompts.- Identifies repeated patterns and phrases in familiar stories e.g. ‘I’ll huff and I’ll puff’.- Shows understanding of new vocabulary through actions, pictures or simple explanations.		
		<p>Phonics: Little Wandle Phase 2</p>		<p>Phonics: Little Wandle Phase 2</p>		
		<p>Writing</p> <p>Handwriting: Little Wandle</p> <ul style="list-style-type: none">- Unit 1: Practising patterns- Unit 2: Curly letter family- Give meaning to the marks they make.- Write their own name.- Writes recognisable letters to represent initial sounds in familiar words.		<p>Writing</p> <p>Handwriting: Little Wandle</p> <ul style="list-style-type: none">- Unit 3: Long letter family- Unit 4: Bouncy letter family- Unit 5: Zig zag letter family- Writes simple CVC / CVCC words phonetically using sounds they can hear in sequence (e.g. cat, pigs).- Re-reads their own writing with adult support.- Form lower case letters correctly.		
	<p>Maths</p>  <p>Understanding the World</p> <p>(Foundations of history, geography, science, and RE)</p>	<p>Number & Numerical Patterns</p> <p>NCETM Mastering Number: Set 1</p>		<p>Number & Numerical Patterns</p> <p>NCETM Mastering Number: Set 2</p>		
		<p>Past and Present</p> <ul style="list-style-type: none">- Compare and contrast characters from stories, including figures from the past (Mary Seacole).- Comment on images of familiar situations in the past (Goose Fair).- Name some jobs and responsibilities of people they know, such as teachers, doctors, shop workers or police officers.- Describe how different people help them at home, in school and in the wider community.		<p>Past and Present</p> <ul style="list-style-type: none">- Can identify characters, settings and key events in stories about the past (Remembrance Day).- Can talk about the skills and tools people use to carry out different jobs and roles (link to builders and other construction workers).- Recognise that some things change over time, including themselves, their families and familiar objects.		
		<p>People, Culture and Communities</p> <ul style="list-style-type: none">- Talk about members of their immediate family and community.- Name and describe people who are familiar to them. <p>RE Unit F5 – Who are we and how do we belong?</p> <p>RE Unit F2 – Which story shows Jesus being a friend to others?</p>		<p>People, Culture and Communities</p> <ul style="list-style-type: none">- Recognise that people have different beliefs and celebrate special times in different ways.- Talk about their own family traditions, celebrations and experiences. <p>RE Unit F4 – What times are special and why? (Christmas, birthdays etc)</p> <p>RE Unit F1 – Which stories are special and why?</p>		
		<p>The Natural World</p> <ul style="list-style-type: none">- Understand the effect of changing seasons on the natural world around them – autumn.- Notice and talk about familiar features of their home, classroom and outdoor areas.		<p>The Natural World</p> <ul style="list-style-type: none">- Describe what they see during observations and share their ideas with others during discussion.		
	<p>Expressive Arts and Design</p> <p>(Foundations of art and design, design technology and music)</p>	<p>Creating with Materials</p> <ul style="list-style-type: none">- Experiments with materials and tools, choosing resources independently and begins to test what they can do.- Tries different ways of joining, shaping, mixing, building, drawing or making.		<p>Creating with Materials</p> <ul style="list-style-type: none">- Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Art Unit: drawing.</p> <ul style="list-style-type: none">- Developing mark making and drawing skills using a variety of different tools, inspired by Goustav Klimt (The Tree of Life)		
		<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none">- Joins in with familiar songs, rhymes and stories, such as repeated words, actions, refrains and familiar parts of a story.		<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none">- Sing in a group or on their own, increasingly matching the pitch and following the melody (performing in the nativity).- Copies actions and movements that accompany music and rhymes.		
Communicate and Remember	Superhero family picnic – making new friends and meeting our families.			Busy builders challenge!		

Reception Spring Term

		Food, Glorious Food	Explorers
Enquiry Question		How does food bring people together?	How can we be brave on an adventure?
Book		Handa’s Surprise, The Enormous Turnip & The Tiger Who Came to Tea Non-fiction: recipes	The Gruffalo, We’re Going on a Bear Hunt Non- fiction: camping
Indoor Roleplay		Green grocers shop	Role playing being an explorer and preparing for a trip
Outdoor Roleplay		Restaurant with drive through	Camping, fire, BBQ, camping chairs etc
Learn and Connect	Communication and Language	Listening, Attention and Understanding <ul style="list-style-type: none">- Listen to and talk about stories to build familiarity and understanding.- Listen to, and follow a simple set of instructions e.g. a recipe.	Listening, Attention and Understanding <ul style="list-style-type: none">- Engage in non-fiction books understanding how they are different to stories.- Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.
		Speaking <ul style="list-style-type: none">- Articulate their ideas and thoughts in well-formed sentences.- Connect one idea or action to another using a range of conjunctions e.g. ‘I like bananas and I love. drinking banana milkshake’ or ‘I don’t like kiwis because they are fury’.- Learn new vocabulary and use it throughout the day.- Learn rhymes, poems and songs.	Speaking <ul style="list-style-type: none">- Respond to stories by joining in with repeated refrains.- Can orally retell parts of a story in the correct sequence using repeated vocabulary from the text e.g. ‘We can’t go over it, we can’t go under it, we’ve got to go through it’.- Participate in small group discussions, offering their own ideas, using recently introduced vocabulary.- Learn new vocabulary and use it throughout the day.
		Self Regulation <ul style="list-style-type: none">- Introduce zones of regulation and children identify which zone they are in.- Use vocabulary to describe their emotions and explain the cause of their feelings (e.g. I’m upset because I lost my toy).- Talk with others to solve conflict.	Self Regulation <ul style="list-style-type: none">- Reinforce learning of Zones of Regulation and children begin to regulate their behaviour accordingly.- Show resilience and perseverance in the face of challenge: e.g. persevering at building a successful den or camping structure.- Show empathy towards others, noticing when someone is hurt, sad or worried and offering comfort or help.- Be able to wait for what they want and control their immediate impulses when appropriate.
	Personal, Social and Emotional Development (Foundations of PSHE and RSHE)	Managing Self <ul style="list-style-type: none">- Learning to manage their own personal hygiene needs, including understanding the importance of eating plenty of fruits and vegetables and making healthy choices.- Know and talk about the different factors that support their overall health and wellbeing such as regular physical activity, healthy eating and toothbrushing.- Attempts unfamiliar activities with encouragement and reassurance from adults.- Identifies behaviours that are helpful or unhelpful in familiar situations. PSHE Unit: Dental Health	Managing Self <ul style="list-style-type: none">- Know and talk about the different factors that support their overall health and wellbeing such as having a good sleep routine, sensible amounts of screen time and being a safe pedestrian.- Talks about why some rules exist (for example keeping people safe, happy or able to learn).- Continues working on a task when difficulties arise, seeking help when needed rather than giving up. PSHE Unit: Foundations for Wellbeing
		Building Relationships <ul style="list-style-type: none">- Understand and discuss why we need to take turns and be able to ‘reset’ and tidy up the classroom to enable all children to learn.- Initiates interactions with peers, joining in play and conversations confidently.- Respond to others’ emotions e.g. offering comfort when prompted.	Building Relationships <ul style="list-style-type: none">- Consider how our behaviour effects the way our friends feel and how this can impact our friendships.- Works with a partner or small group for short periods towards a shared activity.- Develops preferred friendships, seeking out particular children to play and learn with.
	Physical Development (Foundations of PE)	Fine Motor Skills <div><div>Pencil grip<ul style="list-style-type: none">- Holds and uses tools such as crayons, chalks, paint brushes and markers with increasing accuracy.- Uses a developing tripod grip for short periods.</div><div>Small tools<ul style="list-style-type: none">- Cuts along a thick straight line with increasing accuracy.- Holds a knife safely and uses a sawing motion to cut soft foods such as strawberries or bananas.- Uses a fork to stabilise food whilst cutting.</div><div>Accuracy of drawing<ul style="list-style-type: none">- Includes increasing detail in drawings such as recognisable people, places and object with several distinct features such as hair or clothes.</div></div>	Fine Motor Skills <div><div>Pencil grip<ul style="list-style-type: none">- Begins to use a tripod grip consistently, forming recognisable letters and shapes with greater precision and reduced effort.</div><div>Small tools<ul style="list-style-type: none">- Cuts along simple curved and zig zag lines and other simple changes in direction.- Can spread using a knife.</div><div>Accuracy of drawing<ul style="list-style-type: none">- Returns to drawings to add, change or improve details.- Uses careful movements to create shapes, lines and features more precisely e.g. shape of hair or hands, fingers and feet.</div></div>
		Gross Motor Skills <ul style="list-style-type: none">- Combine different movements with ease and fluency. PE Unit: Moving safely in a space, and exercise for enjoyment	Gross Motor Skills <ul style="list-style-type: none">- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. PE Unit: Using increasing control with equipment, and sending and receiving a ball with hands.

	Literacy  	Comprehension <ul style="list-style-type: none"> - Describes key characters, settings or events using simple sentences. - Make simple predictions from pictures or illustrations about what might happen next. - Uses newly introduced words when prompted during discussion or play. 	Comprehension <ul style="list-style-type: none"> - Retells familiar stories in sequence using some story language and adult support. - Uses story knowledge and context clues to suggest possible future events e.g. 'The Gruffalo will try and eat the mouse'. - Applies new vocabulary independently in familiar contexts, such as retelling stories or role-play.
		Word Reading Phonics: Little Wandle Phase 3	Word Reading Phonics: Little Wandle Phase 3
		Writing Handwriting: Little Wandle <ul style="list-style-type: none"> - Unit 6: Capital letters - Orally rehearses a short phrase before writing. - Writes short phrases made up of two or more linked words, using some finger spaces and phonetically plausible spelling (e.g. big dog, I can run, huff and puff) 	Writing Handwriting: Little Wandle <ul style="list-style-type: none"> - Unit 6: Capital letters - Orally composes a complete sentence. - Writes a simple sentence that communicates a simple idea. - Begins to leave finger spaces between words. - Forms capital letters correctly. - May rely on adult prompting to remember the sentence.
	Maths 	Number & Numerical Patterns NCETM Mastering Number: Set 3	Number & Numerical Patterns NCETM Mastering Number: Set 4
	Understanding the World (Foundations of history, geography, science, and RE)	Past and Present <ul style="list-style-type: none"> - Explain why different roles are important and how people work together to help others (link to markets, green grocers etc) - Identify simple differences between old and new photographs, objects or stories. 	Past and Present <ul style="list-style-type: none"> - Recall information from books and discussions about how life was different in the past.
		People, Culture and Communities <ul style="list-style-type: none"> - Identify things that are the same and different between their own experiences and those of others (can link to food and how it brings people together). - Recognise that people live in different countries around the world. 	People, Culture and Communities <ul style="list-style-type: none"> - Draw information from a simple map. - Understand that some places are special to members of their community. - Talk about simple features of life in their own country such as homes, weather, transport or schools.
		The Natural World <ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them – spring. - Recall information from stories and non-fiction books about places and environments different to that of their own (e.g. Africa – Handa’s surprise). 	The Natural World <ul style="list-style-type: none"> - Use simple directional language when looking at maps and discussing locations.
	Expressive Arts and Design (Foundations of art and design, design technology and music)	Creating with Materials <ul style="list-style-type: none"> - Begins to adapt and develop ideas, planning their creations before making them. - Combines materials and techniques in different ways and solves simple problems during the creative process. - Makes changes to improve or complete their work. 	Creating with Materials <ul style="list-style-type: none"> - Uses materials imaginatively in role-play and storytelling. - Selecting and using props, costumes and resources to represent characters, settings and events. - Sustains imaginative play, acts out narratives and explains ideas and actions to others.
		Art Unit: Painting <ul style="list-style-type: none"> - Developing colour mixing and painting skills 	
		Being Imaginative and Expressive <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Uses small world resources, puppets or role play to act out familiar events and characters. 	Being Imaginative and Expressive <ul style="list-style-type: none"> - Develop storylines in their pretend play, adding in their own ideas and changes to characters, setting or events.
Communicate and Remember		Tiger tea party event for grandparents	Family den building challenge

Reception Summer Term

		All Animals Great and Small			Our Wonderful World		
Enquiry Question		Can small animals do big things?			How can we be ocean heroes?		
Book		Little Red Hen, The Lion Inside & What the Ladybird Heard Non-fiction: Food, plants, and animals			Somebody Swallowed Stanley, The Giant Blue Non- fiction: Sea creatures		
Indoor Roleplay		Vets			Beach		
Outdoor Roleplay		Farm			Water rescue – pollution problem!		
Learn and Connect	Communication and Language	Listening, Attention and Understanding			Listening, Attention and Understanding		
		<ul style="list-style-type: none">- 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.- Begin to understand how a character might be feeling.			<ul style="list-style-type: none">- Engage in non-fiction books understanding how they are different to stories.- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
		Speaking			Speaking		
		<ul style="list-style-type: none">- Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.- Use new vocabulary in different contexts.- Sustain a back and forth exchange with an adult or peer by responding and asking questions to find out more and to check understanding.			<ul style="list-style-type: none">- Describe events in some detail e.g. ‘Stanley was a plastic bag who was in the sea. He got swallowed by a turtle by mistake because he looked like a jellyfish.’- Participate in class discussions, offering their own ideas, using recently introduced vocabulary.- 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 staff.		
	Personal, Social and Emotional Development	Self Regulation			Self Regulation		
		<ul style="list-style-type: none">- Identify and moderate their own feelings socially and emotionally e.g. by using strategies for staying calm when frustrated e.g. breathing deeply, finding a quiet space or counting to 10.- Works towards a simple goal over time e.g. finishing a model, completing a puzzle or contributing to a class project.- Maintains focused attention and follows instructions involving several ideas or actions even when engaged in play or learning activities. PSHE Unit: Foundations for Wellbeing			<ul style="list-style-type: none">- Show resilience and perseverance when winning / losing and managing their emotions.- Take turns and remain focused until a goal is achieved.- Transition into Y1: children can talk about how they feel about this experience.		
		Managing Self			Managing Self		
		<ul style="list-style-type: none">- Select and organise own resources to support to achieve a goal.- Use strategies to overcome challenges such as trying a different approach, practicing or asking a friend for support.- Recognises when their behaviour can affect others.			<ul style="list-style-type: none">- Consider what in this world we need to care for and how we can look after our planet.- Explains the reasons for rules and shows an understanding of right and wrong in everyday situations.- Independently embraces new experiences (e.g. sports day) showing confidence, resilience and perseverance.- Independently manages personal hygiene and self-care needs and dressing appropriately (e.g. taking off jumper when hot, wearing a hat out in the sun and hydrating regularly throughout the day). PSHE Unit: NSPCC: Talk PANTS		
		Building Relationships			Building Relationships		
		<ul style="list-style-type: none">- Demonstrates awareness of other’s feelings and can support one another during disagreements or during transitions.- Negotiates and cooperates with peers, sharing ideas, resources and responsibilities.- Maintains positive relationships, showing kindness, consideration and cooperation during play.			<ul style="list-style-type: none">- Maintaining secure attachments and extending relationships with new adults (e.g. Y1 staff).- Work and play cooperatively and take turns with others, contributing positively to group activities and play.- Show sensitivity to their own and others’ needs.		
	Physical Development	Fine Motor Skills			Fine Motor Skills		
		<div><div>Pencil grip</div><ul style="list-style-type: none">- Uses a dynamic tripod grip effectively for writing.</div>	<div><div>Small tools</div><ul style="list-style-type: none">- Cuts out squares, circles and triangles with increasing precision.- Cuts a range of foods using a knife and fork with control.</div>	<div><div>Accuracy of drawing</div><ul style="list-style-type: none">- Produces drawings that show increasing accuracy, proportion and care with details that communicate clearly e.g. trees taller than houses, or houses with windows, doors and a chimney.</div>	<div><div>Pencil grip</div><ul style="list-style-type: none">- Uses a dynamic tripod grip effectively for writing, with increasing fluency, control and stamina.</div>	<div><div>Small tools</div><ul style="list-style-type: none">- Cuts out more complex and irregular shapes confidently and with control.- Uses cutlery safely and efficiently throughout a meal, demonstrating good table manners and independence when eating.</div>	<div><div>Accuracy of drawing</div><ul style="list-style-type: none">- Shows accuracy and care when adding colour detail to a drawing, staying accurately between the lines, and choosing colours for realism.</div>
		Gross Motor Skills			Gross Motor Skills		
		<ul style="list-style-type: none">- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. PE Unit: Sending and receiving a ball with feet, and exercising for enjoyment.			<ul style="list-style-type: none">- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.		

			PE Unit: Apparatus and gymnastics
	<div>Literacy</div> <div><div>Little Wandle Handwriting</div></div>	<div>Comprehension</div> <div><ul style="list-style-type: none">- Retells stories independently, including the main events and some recently learnt vocabulary.- Justifies predications by referring to characters, events or information already encountered in the story e.g. ‘I don’t think the Little Red Hen will let them eat the bread because they didn’t help her’.- Uses a growing range of recently introduced vocabulary when discussing texts, ideas and experiences.</div>	<div>Comprehension</div> <div><ul style="list-style-type: none">- Confidently retells stories in their own words, accurately using recently introduced vocabulary and key story elements.- Accurately anticipates key events, drawing on story structure, character actions and prior knowledge to explain their thinking.- Confidently understands and uses recently introduced vocabulary across discussions, storytelling, non-fiction learning, rhymes, poems and imaginative play.</div>
		<div>Phonics: Little Wandle Phase 4</div>	<div>Phonics: Little Wandle Phase 4</div>
		<div>Handwriting: Little Wandle</div> <div><ul style="list-style-type: none">- Unit 7: Digraphs and trigraphs- Orally composes a complete simple sentence.- Writes a simple sentence that communicates an idea.- Uses finger spaces consistently.- Uses some common exception words correctly.- Attempts to use capital letters and full stops.</div>	<div>Handwriting: Little Wandle</div> <div><ul style="list-style-type: none">- Unit 7: Digraphs and trigraphs- Orally compose and write a simple sentence for a purpose e.g. keep our oceans clean poster- Uses phonic knowledge effectively to spell unknown words.- Re-read what they have written to check it makes sense.- Writing can be read by familiar adults without explanation.- Uses finger spaces consistently.- Uses many common exception words correctly.- Attempts to use capital letters and full stops are becoming more accurate.</div>
	<div>Maths</div> <div><div>NCETM</div><div>NATIONAL CENTRE FOR EXCELLENCE IN TEACHING AND REASONING</div></div>	<div>Number & Numerical Patterns</div> <div>NCETM Mastering Number: Set 5</div>	<div>Number & Numerical Patterns</div> <div>NCETM Mastering Number: Set 6</div>
	<div>Understanding the World</div> <div>(Foundations of history, geography, science, and RE)</div>	<div>Past and Present</div> <div><ul style="list-style-type: none">- Talk confidently about the lives of people around them and their roles in society.- Compare aspects of life in the past and present (link to milling – Little Red Hen)</div>	<div>Past and Present</div> <div><ul style="list-style-type: none">- Explain some similarities and differences between the past and now, drawing on their experiences and what has been read in class.</div>
		<div>People, Culture and Communities</div> <div><ul style="list-style-type: none">- Identify simple similarities and differences between life in Britain and life elsewhere (link to animals).</div>	<div>People, Culture and Communities</div> <div><ul style="list-style-type: none">- Recognise some similarities and difference between life in this country and life in other countries (link to Women’s World Cup)</div>
		<div>RE Unit F2 – Which people are special and why?</div> <div>The Natural World</div> <div>Forest Schools:</div> <div><ul style="list-style-type: none">- Explore the natural world around them.- Describe what they see, hear and feel whilst outside.- Understand the effect of changing seasons on the natural world around them – summer.</div>	<div>RE Unit F6 – Our Wonderful World</div> <div>The Natural World</div> <div>Forest Schools:</div> <div><ul style="list-style-type: none">- Explore the natural world around them.- Describe what they see, hear and feel whilst outside.- Recognise some environments that are different from the one in which they live.</div>
	<div>Expressive Arts and Design</div> <div>(Foundations of art and design, design technology and music)</div>	<div>Creating with Materials</div> <div><ul style="list-style-type: none">- Talks about what they have made, the choices they made and the steps they followed.- Compares their work with real life objects, stories or experiences and suggests what they might do differently next time.</div>	<div>Creating with Materials</div> <div><ul style="list-style-type: none">- Create collaboratively, sharing ideas, resources and skills.</div>
		<div>Being Imaginative and Expressive</div> <div><ul style="list-style-type: none">- Watch and talk about dance and performance art, expressing their feelings and responses.- Creates original narratives, or adapts familiar stories, explaining their ideas to others.</div>	<div>Art Unit: sculpture.</div> <div><ul style="list-style-type: none">- creating different archways and shapes during Forest School in the style of Patrick Dougherty.- Explore and engage in music making and dance, performing solo or in groups.- Sings a widening repertoire of songs/ nursery rhymes and demonstrates increasing control when moving in time to music.</div>
Communicate and Remember	Bread making workshop	Save our seas posters and display	