

Cranmore Infant School

# Foundation Stage Curriculum

(currently under review 2021/2022)

# Intent & Vision

## Early Years Foundation Stage

### **Vision**

Our vision is that our children leave the reception class with a love of learning, growing independence and prepared to start the next stage of their curriculum journey in Key stage One.

### **Intent**

The focus and development of the prime areas through their foundation experience will ensure they can access their future curriculum with the tools they need to support their learning: confidence to use language skills, a well-rounded application of personal and social skills and competent physical skills.

They will also have a body of knowledge that will form a basis of their future learning.

We use the foundation stage curriculum as a base for our planned curriculum, we adapt and refine the curriculum in response to the children in our school. We ensure that the Foundations stage curriculum goes beyond that base to ensure progress and readiness for key Stage One and for their future experiences in the wider world.

# Implementation

## Aims

The following statements indicate how we feel that children learn best:

- ▶ Play has a fundamental role in young children's learning. It allows children to practice over time, explore observe, investigate, repeat, copy, problems solve and represent. It is also a means whereby children can come to terms about themselves, other people and the world around them.
- ▶ Children should have a positive image of themselves and feel successful and confident in what they do.
- ▶ Young children need to be actively involved in their learning and understand the purpose of what they are doing. They will learn best through first hand experiences.
- ▶ Children bring to school considerable knowledge and experience and this should be the starting point of their learning. Therefore, the learning environment and activities need to be relevant to the children's own experiences, reflecting their heritage background.
- ▶ Young children learn best when they feel confident and valued. They need the support of sympathetic adults who are interested in them as individuals.
- ▶ Young children will learn when they are in an environment where they have the opportunity to follow through their own learning and interest through sustained high-level play. This will help them develop as autonomous independent learners.
- ▶ As a staff we have high expectations and believe that the children should be encouraged to share these expectations for their own learning.
- ▶ We believe that the learning environment should be well organised, attractive and stimulating so that each child can learn in a happy relaxed atmosphere. The learning environment should reflect the rich cultural diversity of the children in our school.
- ▶ All children will learn best when there is a good partnership between all the adults working with them. At Cranmore we value the support of parents and carers, as they are the children's first educators.

# NURSERY

## AUTUMN TERM

Theme: **Marvellous Me**

### Communication and Language

- Listen to practitioners, peers and range of other speakers in relation to activities, opportunities and events
- Hear a range of vocabulary in relation to learning theme and experiences
- Listen to a range of songs, rhymes, poems, chants, non fiction responding through simple questions and by joining in some words and actions
- Phonics Letters and Sounds phase 1
- Begin to discriminate every day sounds
- Listen to and follow 1/2 part instructions- Relate to all areas of learning and routines e.g wash your hands and come to the carpet
- Begin to think about thoughts, ideas and feelings in order to communicate needs
- Use familiar vocabulary (such as name, I want, need... look at...)

### Personal, Social and Emotional

- Getting to know our new friends
- Play in a group, sharing play ideas.
- Initiates play, offering cues to peers to join them.
- Demonstrates friendly behaviour.
- Initiates conversations, attends to and takes account of what others say.
- Takes steps to resolve conflicts with other children,
- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Shows confidence in asking adults for help.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually adapt behaviour to different events, social situations and changes in routine.

### Physical Development

- Experience various locomotor body movements with or without music (skip/slither/crawl/spin/roll/walk)
- Experience various non-locomotor movements with or without music (stretch/twist/pull/push/sway/kneel/curl/reach )
- Begin to show an awareness of space and others
- Has a variety of experiences of rolls (tuck/log down a hill/across a mat))
- Experience hopping with support if necessary
- Balance in a fixed position to hold a shape and balance to walk along a line
- Jump and land safely (2:2, 1:1)
- Explore new sensations
- Hold a range of tools correctly/comfortably (scissors, rolling pin, hammer, brush, glue stick)

### Citizenship and ethics (Inc. British values SMSC)

Democracy  
Class rules  
Red, White and Blue da  
Rule of Law  
Introduction to zone board  
Conflict resolution  
Individual Liberty  
Develop independence and self confidence  
Respect and Tolerance  
Light festivals from other cultures  
Children in Need

Spirituality  
Explore values and beliefs, including religious beliefs.  
Moral  
Develop a respect for other needs and feelings  
Social  
Sharing and taking turns with friends  
Cultural  
Give pupils a chance to think about their own culture and background.

### RE and Jigsaw

**RE**  
Autumn 1  
Special People -What makes people special?  
Autumn 2  
Christmas -What is Christmas? Concept: Incarnation  
Christianity & Judaism

**JIGSAW**  
Being Me in My World  
Celebrating Difference

# NURSERY

AUTUMN TERM

Theme: Marvellous Me

## Literacy Reading

- Recognise their own name in self registration
- Begin to identify with personal symbols, pictures and print in relation to themselves in the new environment
- Phase 1 phonics-Sound discrimination - environmental
- Using props, finger puppets, story boards, masks etc encouraging verbal and non-verbal response.
- Use pictorial and visual clues in order to retell familiar rhymes and stories,
- Explore a range of non-fiction texts (pictures/videos/ photographs) in relation to the learning theme.
- Encourage children to use book corner and display reading like behaviour: Hold book right way up, turn page.
- Beginning to show awareness of directionality (left to right, top to bottom).
- Introduce children to a range of stories, rhymes, songs, poems

## Literacy Writing

- Talk and make marks in a variety of learning activities and for a variety of purposes - e.g. label self-portrait, write about their friends write invitations, cards, thank you letters, list of food for a party.
- Personalise own work - Use symbol/letters to identify own paintings/models
- Begin to explore and experiment with a range of mark making tools - Make writing patterns in wet sand, make marks in dough, clay, use range of pens, pencils, brushes in writing area, make name in salt dough.
- Raise an awareness of environmental print both indoor and outdoor
- Begin to read back what is written
- *Sometimes gives meaning to marks as they draw and paint.*
- *Ascribes meanings to marks that they see in different places*

## Mathematics

- Listen to, join in and respond to number rhymes, songs, stories and games.
- Move and count saying numbers to match numerals to 5.
- Count objects using number names and number language.
- Say number names in order to 10.
- Place objects on grid in order counting out from left to right.
- Begin to recognise some number symbols of personal significance and in the environment.
- Begin to explore Numicon.
- Begin to find sets of objects that have the same amount
- Make comparisons between 2 sets of objects, identifying similarities in terms of number.
- Begin to count the total of two groups with support up to 6.
- Begin to explore and compare objects of different length
- Begin to use language of size (big/little) and weight
- Use money in role play
- *Introduce, explore and begin to use the names of some familiar 3D and 2D shapes*
- *Begin to sort and match sets of objects using a given criteria such as shape, size.*
- *Explore pattern in a range of activities.*

# NURSERY

**AUTUMN TERM**

**Theme: Marvellous Me**

## Expressive Arts and Design

## Understanding the World

### Art

- Make different types of lines, swirls, squiggles etc using a range of brushes, pens, pencils, sticks, chalks.
- Use a variety of tools to make marks - Fat/thin pens, brushes, wax crayons, pastels
- Paint/draw Self portraits using mirrors .
- Explore the textural qualities of paint using hands and feet to manipulate paint
- Use plastic modelling materials expressively
- Use a ball of clay to make an adventure playground for worms
- Make 3D forms using natural resources such as daisies, twigs, dandelions, leaves etc
- Choose from a range of natural and man made printing tools to create a desired effect
- Discuss the qualities of different materials

### Music

- Joining in singing a range of songs and rhymes
- Listen to a range of short musical extracts and live or recorded music

### Science

- Observe how humans move, feed, grow and use their senses and talk about what they see
- Introduce children to and explore aspects of Autumn and Winter
- Begin to talk about the weather
- Explore through the senses
- Patterns of environmental change
- Observe and discuss daily change
- Explore through the senses
- Compare/contrast similarities and differences and raise questions

### History

- Begin to understand change over time, from birth in relation to themselves
- Time in relation to events in their own lives
- Introduce children to their own personal clock through daily routines in nursery
- Introduce children to their own personal time line through birthdays
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### Geography

- Show an interest in features of new nursery environment
- Introduce children to and explore aspects of Autumn and Winter
- Know practitioners and their role within the setting
- Begin to understand other peoples roles in the wider community
- Identify key features of indoor and outdoor environment through symbols, photographs, talk

### Computing

- Use IT to develop skills across areas of learning e.g. talking books, paint program, telephone, mobile phone
- Observe and talk about ICT in the environment e.g. telephone, microwave, TV, iPad
- Use ICT for finding things out in relation to learning theme, and know that ICT comes from a variety of sources

# Nursery

## Autumn Term

### Key Vocabulary:

#### Maths

zero, one, two, three... to twenty and beyond count, count (up) to, how many...?

make, altogether

group, count, sort

length, height,

long, short, tall

high, low

wide, narrow

thick, thin

longer, shorter, taller, higher

# Reception

## AUTUMN TERM

Theme: **More About Me**

### Communication and Language

Listening and attention

- Sustain attentive listening, implementing agreed listening rules, not interrupting and valuing each other's thought and feelings, in small group and whole class situations
- Listen to and follow 2 part instructions/directions confidently
- Understanding
- Retelling stories and sequencing events, highlighting main sequence and characters
- Predicting what they think the story/rhyme etc is about

Speaking

Use talk for a range of purposes and audiences in order to:  
Ask and answer questions, engage in two way conversation, talk about own experiences 1/1 and in a small group, discuss, tasks, ideas, activities and fantasies, sequence events, explain, predict, report on information, reason, clarify, convey simple messages accurately

### Personal, Social and Emotional

- Come into school with a smile!
- Take turns and share
- Become aware of observable differences
- Dressing independently
- Concentrate on an activity for up to 10 minutes
- Explore experiences and feelings
- Expressing excitement, awe and wonder
- Awareness of own and other religious beliefs as expressed in Winter festivals
- Considering the issue of those less fortunate
- Continuing to be aware of own responsibilities in the classroom community

### Physical Development

- Explore movements relating to speed (crawl slowly, hop quickly)
- Change direction with ease
- Develop kinaesthetics (close your eyes and take 2 steps)
- Explore a wide variety of movements and show some awareness of space
- Develop the ability to describe different qualities among smells, tastes, textures, sights, sounds
- Begin to be aware of laterality

### Citizenship and ethics (Inc. British values SMSC)

- Consolidation of zone board
- Conflict resolution
- Light festivals from other cultures
- Class rules
- Class and school council
- Red, White and Blue day
- Children in Need

Spirituality  
Explore values and beliefs, including religious beliefs.

Moral  
Develop a respect for other needs and feelings

Social  
Sharing and taking turns with friends

Cultural  
Give pupils a chance to think about their own culture and background

### RE and Jigsaw

**RE**  
Autumn 1  
Special People -What makes people special?  
Autumn 2  
Christmas -What is Christmas? Concept: Incarnation  
Christianity & Judaism

**JIGSAW**  
Being Me in My World  
Celebrating Difference



# RECEPTION

AUTUMN TERM

Theme: More About Me

## Literacy Reading

Know and use with increased frequency phoneme/grapheme correspondences in relation to print in the environment  
Identify, hear and say initial sounds in words  
Phase 2 phonics  
End of Aut - L&S  
Ph 2 Tricky words - the to I no go  
Blend and Seg to read - such as vc words  
Eg as if on up and pseudo words - ip  
Predict what they think a story/rhyme/poem is about  
Talk about texts confidently, expressing personal opinions in relation to growing knowledge of books e.g. characters, sequence, illustrations, author  
Use non-fiction texts to explore and develop thinking and talk in relation to learning theme  
Behaviour  
Begin to develop vocabulary around their experience of text and identify new words  
Know and use book language-title, author, illustrator, title page  
Begin to show an awareness of the contents page and its purpose  
Explore a range of different texts and begin to recognise the differences

## Literacy Writing

Phase 2 Phonics Hears and says the initial sound in words. Begins to hear and say the final sounds.  
Links sounds to letters, naming and sounding the letters of the alphabet  
Spell/write vc words using phase 2 sounds -  
E.g. as if on up and pseudo words - ip ug ock  
Begin to recognise short vowel sounds in words, beginning to segment these when spelling  
Gives meaning to marks they make as they draw, write and paint  
Write/ mark make for a variety of purposes and audiences in relation to learning themes, events, purposes (e.g. lists, cards, labels, diaries, posters, recounting personal events, experiences).  
Sentence Structure and oral sequencing of events or stories.  
Retell a familiar story to a teacher  
Concentrate in larger group/whole class writing activities and ask questions during writing  
*Use talk to experiment with rhyming words*  
*Use connectives to link ideas in talk*  
*Use sequencing words to talk*  
*Writing labels*  
Saying a full appropriate, meaningful and relevant sentence (orally)

Know and use known letters and sounds or approximations of known letters in writing and mark making  
Begins to break the flow of speech into words.  
Write their first name using correct letter formation. (pre-cursive) .(Using capital letter at start)  
Learn correct cursive letter formation for long ladder letters l, i, u, t, j and y  
Learn correct cursive letter formation for lower case letters ... ' curly caterpillars'  
c, a, d, g, q, o, e, s and f  
*Produce movements linked to letter formation*

- Begin to use confidently some conventions e.g. left to right, top to bottom, letter, capital letter, full stop

# RECEPTION

AUTUMN TERM

Theme: More About Me

## Mathematics

### Number and Calculation

Count 1-1 reliably in all play and focused activities to 10 and beyond (including irregular arrangements).

\*Counts out up to 10 objects from a larger group.

\*Begin to estimate a number within a range up to 10 that they can see. Check by counting.

\*To recite numbers confidently to 20.

\*Recite numbers in order continuing the count forwards or backwards from a given number (within 10).

\*To recognise numerals to 10.

\* To order numbers to 10 with support.

\*Order a given set of selected numbers up to 10 with support.

\*To begin to understand the value of numbers to 20 especially place value of teen numbers (Numicon and other strategies).

\*To write numbers confidently to 10.

\* To begin to respond correctly to the use of ordinal numbers in relation to lining up and races.

Compare 2 numbers up to 10 and say which is more/less or fewer.

Find the total number of items in two groups up to 10 by counting all of them (also using Numicon).

\*Begin to understand subtraction as 'take away' (Numicon, number line and objects).

\*Begin to use the vocabulary involved in adding and subtracting.

\*Find one more or one less from a group of objects (up to 5 and then up to 10).

*\*To begin to work out doubles of numbers up to 5+5 with support.*

*To see mental calculations written using the + - and + signs.*

*\*Begin to talk about the difference between numbers up to 10.*

*\*Select 2 groups of objects to make a given total (up to 10 with support).*

*\*How many ways can I make 5, 6 or 7 using Numicon shapes? Can I make 5 for example using 2/3 or 4 numbers?*

*\*Begin to work out how many more are needed to make a larger number up to 10.*

*To share into equal groups up to 10 with support.*

*\*To begin to count in 10's with support.*

*\*With support children will work out how many groups of 2 they can make from 10? How many groups of 3 can we make from 10? Do we have any leftover?*

*\*With support children will solve how many legs do 3 people have? How many legs do 5 people have altogether*

### Shape Space and Measure

*Compare two or more objects by length or height making direct comparisons (taller/ longer or shorter).*

*\*Begin to correctly order objects by length or height with support.*

*Compare two or more objects by mass or weight making direct comparisons. (heavier or lighter).*

*Begin to correctly order objects by mass or weight with support.*

*\*Begin to understand how scales can help us measure weight*

*\*Compare two or more containers by capacity making direct comparisons.*

*\*Begin to correctly order, containers by capacity with support.*

*\*To begin to fill, empty and half fill containers and use the appropriate language.*

*\*To know the sequence of the days of the week confidently and begin to use the language of yesterday and tomorrow.*

*\*Order and sequence familiar events in their everyday life.*

*\*To develop an awareness of the 4 seasons of the year.*

*Use, sort, describe and recognise money practically- 1p,2p,5p,10p coins (e.g. in role play).*

*To match coins to Numicon shapes to understand the value of the coins.*

*\*How many pennies are the same value as each coin? Name, recognise and sort 2D shapes (see below).*

*\*Begin to name, recognise and sort 3D shapes (see below).*

*\*Selects a particular named shape.*

*\*Use familiar objects and common shapes to create and recreate patterns and build models.*

*\*To begin to understand that when you halve an object you get two equal sized parts.*

# RECEPTION

**AUTUMN TERM**

**Theme: More About Me**

## Expressive Arts and Design

- Art
- Engage children in a creative thought process in order to produce an original and individualized design ( rangoli/mendi patterns, masks, hair patterns, line patterns in response to music autumn and winter leaves/trees)
  - Explore a range of drawing tools in order to discover properties and examples of line e.g. by use of more sophisticated vocabulary-frazzled line Explore line in relation to other stimuli, a favourite toy, something they've done...
  - Record lines they can see on themselves- mouths, eyes, and how they change with expression of different feelings
  - Record another piece of work using a line drawing
  - Decorate the surface of malleable materials
  - Add features to surfaces using fingers and tools
  - Manipulates materials to achieve a planned effect.
  - Create their own prints using playdough, plasticine, polyblock etc
  - Explore different surface textures by rubbing
  - Begin to know that materials have specific uses according to their properties
  - Experiments to create different textures

- Music
- Explore and Control sounds expressively
  - Respond to music that has a rhythmic pattern e.g. Bangra, African drums, marches
  - Play an untuned instrument as they move, copying the beat of their movements

## Understanding the World

- Science
- Observe, describe and discuss simple features and characteristics of human beings
  - Observe and discuss changes in environment and the effects on ourselves
  - Understand seasonal/weather change
  - Introduce/develop opportunities for exploration which will stimulate children's spontaneous curiosity to:
    - Explore through the senses
    - Compare and contrast similarities and differences and raise questions
    - Sort
    - Sequence
  - Introduce and develop opportunities for investigation which will encourage children to:
    - Ask and raise questions
    - Try to predict what might happen
    - Describe and discuss observations
    - Use specific vocabulary

- History
- Provide opportunities to talk about the passage of time in relation to events in children's lives
  - Relate their own personal clock to the routines in the reception class
  - Talk about their own personal time line in relation to events in their own lives e.g. birthdays, weddings, starting school
  - Know the days of the week
  - Begin to be aware of the months of the year

- Geography
- Involve children in organising and planning indoor and outdoor environments expressing their likes and areas for development
  - Explore Autumn and Winter and know and discuss key features
  - Use journey/story maps to further children's understanding and creativity in relation to story, events, photographs and experiences
  - To identify different weathers and describe them.

# RECEPTION

## Autumn Term

### Key Vocabulary:

### Maths

Add/more, difference  
less/ take away  
Equals/makes/altogether.

Share/half

Groups of/ how many

Begin to measure, compare and order. Use everyday language related to:

-Time (before, after, minutes, hours, clock, day, week, tomorrow, yesterday, first, next, last, seasons).

-Money- coin, pay, penny, price, shopping.

-Capacity- holds more/ holds less

Circle, triangle, oblong, square.

-Cube, cone, sphere, faces, corners.

# NURSERY

## SPRING TERM

## Theme: Stories and Adventures

### Communication and Language

Take turns in group discussions  
 Listen to initial, medial and final sounds in spoken words  
 Discriminate onset and rime in speech  
 Listen to and use a growing range of vocabulary in relation to the learning theme and experiences  
 Listen to a range of songs, rhymes, poems, chants, non fiction, responding by  
 Listening to and repeating sounds, words, rhyming words, and CVC's  
 Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.  
 Responding to stories by joining in repeated phrases, words and language patterns  
 Assimilate information, recall 3-4 facts related to learning theme  
 Begin to structure ideas through logical sequencing

### Personal, Social and Emotional

- Play in a group, sharing play ideas.
- Initiates play, offering cues to peers to join them.
- Demonstrates friendly behaviour.
- Initiates conversations, attends to and takes account of what others say.
- Takes steps to resolve conflicts with other children,
- Can select and use activities and resources with greater independence
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Accepts the needs of others and can take turns and share resources

### Physical Development

- Explore movement using a variety of equipment
- Explore a range of eye-hand co ordination activities
- Show developing control and body co-ordination
- Steer a variety of wheeled equipment
- Travel in a variety of ways
- Focus attention through touching, smelling, tasting, hearing
- Develop small muscle co ordination e.g. hold up fingers during finger play, grasp tools
- Roll malleable materials
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### Citizenship and ethics (Inc. British values SMSC)

Democracy  
 Deciding together what we would like for role paly  
Rule of Law  
 Using the zone board and certificates  
 Conflict resolution  
Individual Liberty  
 Being healthy and safe  
 taking care of yourself and others  
Respect and Tolerance  
 Star of the week comments  
 Exploring different homes and lives

Spirituality  
 Explore values and beliefs, including religious beliefs.  
Moral  
 Encourage pupils to take responsibility for their actions, e.g. in looking after property.  
Social  
 Build relationships with friends and start to work together on activities  
Cultural  
 Explore the homes and lives of others  
 Explore different cultural experience and celebrations

### RE and Jigsaw

RE  
 Spring 1  
 Celebrations - How do people celebrate?  
 Hinduism  
 Spring 2  
 Easter - What is Easter? Concept: Salvation  
 Christianity

JIGSAW  
 Dreams and Goals  
 Healthy Me

# NURSERY

## SPRING TERM

## Theme: Stories and Adventures

### Literacy Reading

- Begin to show some awareness of phoneme/grapheme links, particularly in relation to own name and experiences
- Recognise their own name in print and recognise some words in relation to their name
- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Aspects
- 2 Sound discrimination - Instrumental
- 3 Sound discrimination - Body sounds
- 6 - Voice sounds
- Expose children to a range of non-fiction texts
- Demonstrate reading like behaviour, beginning to use simple book language (front, back, title, page
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Identify and join in with simple repeated words and phrases
- Describes main story settings, events and principal characters.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Expose children to a range of stories, rhymes, songs, poems and rhymes by telling and reading and using props, finger puppets, story boards, masks etc

### Literacy Writing

- Begin to identify initial sound in words especially in relation to name and experiences Rhyme
- Alliteration
- Continues a rhyming string.
- Begin to recognise and use some writing like symbols and sounds in their mark making (particularly in relation to their own name and experience)
- See practitioners model and share writing
- Use mark making with increased confidence and for a variety of purposes
- Verbalise sentence prior to writing
- Begin to use talk to order and sequence their thinking in relation to writing/pictorial representation, about events and experiences
- When writing, reading back in order to convey meaning
- Begin to use sequencing words to develop simple narratives
- Gives meaning to marks they make as they draw, write and paint.
- Extending vocabulary by exploring the sounds of new words
- Demonstrate increasing control of mark making tools
- Use mark making with increased confidence and for a variety of purposes

### Mathematics

- Demonstrate 1:1 correspondence.
- Count reliably using everyday objects up to 5/10 and say the last number you counted.
- Counting out from a larger group with a given numeral up to 5.
- Start to count objects that cannot be moved up to 10.
- Recognise some numbers in print within school/home environment.
- Begin to recognise Numicon up to 5.
- Recite numbers to 10 in order.
- Begin to recognise numbers to 5.
- Compare 2 or more sets of objects identifying similarities/differences in terms of number.
- Begin to say one number more than a given number up to 5 using a number line or practically with objects.
- Begin to relate addition by counting objects in 2 sets.
- Begin to count the total of 2 groups up to 10.
- With support, split a group of objects into two groups and begin to recognise the total stays the same.
- Practical - We have 2 fields and 4 cows. Some of the cows have escaped from the barn into the fields - which field could they have gone into?
- Begin to use mathematical language of longer/shorter with support.
- Begin to use mathematical language - heavy/heavier, light/lighter.
- Begin to recognise 1p and 2p coins and use in role play situations
- Begin to recognise and use names of familiar 3D and 2D shapes
- Sort and match sets of objects using a given criteria according to shape and size.
- Be able to use shapes to match simple patterns.
- Begin to understand and respond to positional language correctly.

# NURSERY

SPRING TERM

Theme: Stories and Adventures

## Expressive Arts and Design

- Experience different movements to make marks - Contrast small and large movements, working in large and small scale indoor and outdoor.
- Start to enclose spaces when drawing
- Using hands and feet to manipulate paint - hand/foot printing, make prints with fingers
- Manipulate dough and clay
- Explore a range of natural and man-made printing materials
- Enjoy feeling and comparing different textures and textiles
- Look at and talk about the work of Kandinsky- use ideas to support collage

### Music

- Joining in singing a range of songs and rhymes in relation to the learning theme, experiences and interests
- Responding to and identifying sounds
- Respond to steady beat with movement (marching, step/step/jump)

## Understanding the World

### Science

- Observe, discuss and explain how every day materials change when cooled, heated,
- Relate heat/cold to themselves
- Understand that living things grow
- Know one simple sequence of plant growth
- Observe plants in the learning environment Explore through the senses
- Compare/contrast similarities and differences and raise questions

### History

- Understand the daily routine in Nursery in relation to own personal clock
- Introduce opportunities to share stories, role play and talk about personal elements of events in children's lives
- Can notice how they have changed using photographs

### Geography

Comment and ask questions about where they live  
Show an interest in other people's roles in the community  
Understand and describe features of other environments through events, stories, photographs e.g. local shops, countryside, structures, other countries  
Recognise and talk about changes in the weather and the impact of this on our way of life  
Promote an awareness of seasonal change e.g. winter/spring  
Model and use simple journey maps through experiences, activities, stories, rhymes e.g. Journey to school

### Computing

# Nursery

## Spring Term

### Key Vocabulary:

### Maths

none  
count on (from, to)  
Of two objects/amounts:  
greater, more, larger, bigger  
less, fewer, smaller  
add, more, total  
puzzle  
answer  
match  
full , empty  
holds, container

measure , size  
compare, guess, estimate  
enough, not enough  
too much, too little  
too many, too few  
nearly, close to, about the same as  
just over, just under  
circle  
triangle  
square  
rectangle

oblong  
star  
sides  
around  
in front, behind  
front, back  
before, after  
beside, next to



# Reception

## SPRING TERM

## Theme:

### Communication and Language

- Listen to initial, medial and final sounds in spoken words
- Discriminate onset and rime in speech
- Listen to and use a growing range of vocabulary in relation to the learning theme and experiences
- Listen to a range of songs, rhymes, poems, chants, non fiction, responding by
- Responding to stories by joining in repeated phrases, words and language patterns
- Begin to structure ideas through logical sequencing
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Speak clearly, applying increased vocabulary when dictating simple sentences in relation to the learning theme.
- Sound and name each letter of the alphabet, upper and lower case
- Identify, hear and say initial and final sounds in words
- Begin to Recognise short vowels in words (CVC)
- Blending to read
- Segmenting to spell
- Use talk for a growing range of purposes and audiences
- Ask and answer questions appropriately

### Personal, Social and Emotional

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

### Physical Development

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Uses simple tools to effect changes to materials.
- Shows a preference for a dominant hand.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Children show good control and co-ordination in large and small movements.
- Show more developed hand/eye, foot/eye co ordination in a range of activities
- Show an ability to balance along a narrow pathway, with a bean bag on head or shoulder
- Co ordinates and controls body movements successfully
- Follow instructions, stop, start accurately
- Handle tools, objects, construction and malleable materials safely and with increasing control
- Perform precise actions such as hand opposing movements
- Form recognisable letters using the correct sequence of movement
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.

### Citizenship and ethics (Inc. British values SMSC)

Democracy  
Deciding together what we would like for role play inside class and in outdoor area

Rule of Law  
Using the zone board and certificates  
Conflict resolution

Individual Liberty  
Being healthy and safe  
taking care of yourself and others

Respect and Tolerance  
Star of the week comments  
Exploring different homes and lives

Spirituality  
Promote teaching that allows pupils to ask questions and learn about themselves, others and the world.

Moral  
Develop a respect for other needs and feelings

Social  
Build relationships with friends and start to work together on activities  
Make it clear to visitors what matters to the school through displays and other public ways.

Cultural  
Develop links with wider community to take children on trips and have visitors to share different cultural experiences.  
Show the school's interest in promoting multi-cultural values by public celebration, e.g. display/events.

### RE and Jigsaw

**RE**  
Spring 1  
Celebrations - How do people celebrate?  
Hinduism  
Spring 2  
Easter - What is Easter? Concept: Salvation  
Christianity

**JIGSAW**  
Dreams and Goals  
Healthy Me

# RECEPTION

## SPRING TERM

## Theme:

### • Literacy Reading

- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Identify and read simple words, sentences and repetitive phrases
- Identify, hear and say initial and final sounds in words in relation to their growing vocabulary, applying developing knowledge and understanding to phoneme/grapheme
- Continues a rhyming string
- Begin to blend cvc words and identify patterns in them e.g. hat, bat, fat
- End of Aut - To be competent with 85% phase 2 sounds then begin phase 3
- Ph 3 Tricky words Blend and Seg to read - cvc words
- Single syllable words from phase 2 and 3 grapheme
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Predict/anticipate what they think the rhyme/poem/story is about
- Talk confidently about what they have read, characters in stories, sequencing events logically, using story starts, middles, ends
- Develop this to talk about story openings, actions, endings
- Begin to use non-fiction texts to explore and develop ideas in relation to the learning theme
- Read and use vocabulary in relation to the learning theme, reading scheme and NLS vocabulary
- Begin to talk about and explore new vocabulary
- Knows that information can be retrieved from books and computers.
- Know, understand and use book language (author, illustrator, dedication, blurb etc)
- Begin to show an awareness of the glossary and its purpose
- Enjoys an increasing range of books.
- Begin to talk about the differences between books

### Literacy Writing

- Phase 2/3 Phonics
  - Can segment the sounds in simple words and blend them together.
  - Know and use letters to represent the main sounds in words, hearing, saying and recognising initial and final sounds in words
  - Identify short vowel sounds in words, segmenting to spell.
  - (Ph 3) Spell tricky words - the to I no go
  - Spell correctly half of the reception 45 words
  - They also write some irregular common words.
  - Children use their phonic knowledge to
  - Writes own name and other things such as labels, captions.
  - Attempts to write short sentences in meaningful contexts.
  - Know some conventions of writing e.g. left to right, top to bottom, capital letter, full stop, letter, word. Space
  - Write/mark make confidently for a variety of purposes and audiences in relation to learning themes, events (e.g. recipes, retell familiar stories, rhymes, poems, plays, letters, posters, cards, recounts, instructions, brochures, diaries etc.) in order to communicate with peers and practitioners in school
  - Use talk to explore, sequence and clarify their thinking in relation to writing/pictorial/graphic representation
  - Begin to structure ideas through logical sequencing e.g. use story language, start, middle ,end
  - Retelling their own story to a teacher
- *Use question words in talk: who, why, what, when, where, how*
  - *Understand the different reasons for writing*
  - *Understand the purpose of familiar text forms*
  - *Understand one to one correspondence between the written and spoken word*
  - *Explaining /reading what has been written*
  - Use their imagination and growing vocabulary
  - Dictate a simple sentence
  - Identify, hear and say initial and final sounds in words in relation to their growing vocabulary, applying developing knowledge and understanding to phoneme/grapheme correspondence
  - Begin to blend cvc words and identify patterns
  - Sequencing writing to read from top to bottom and left to right.
  - Leaving finger spaces between words
  - Identifying a full stop
  - Learn correct cursive letter formation for one armed robots b, h, k, m, n, p and r
  - Learn correct cursive letter formation for zig zag monsters z, x, v, w, y and k
  - Write each letter correctly when following a model
  - Learn how to form capital letters
  - Learn how letters are joined.
  - Begin to join 2/3 letters
  - Learn correct letter formation for surname.(Using capital letter at start)
  - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
  - Confidently control the sequence of movements and size of letter formation

# RECEPTION

SPRING TERM

Theme: More About Me

## Mathematics

- Count 1-1 reliably in all play and focused activities to 15 and beyond (including irregular arrangements). Estimate a number within a range up to 10, that can be counted reliably and checked by counting.
- To begin to recite numbers to 50. Recite numbers in order continuing the count forwards or backwards from a given number (within 20 and with support). To begin to recognise and use correct number symbols to 20 and beyond.
- Order a given set of selected numbers up to 20 with support.
- To begin to understand the value of numbers to 50 especially place value of teen numbers (Numicon and other strategies).
- To write numbers with support to 20. To begin to write numbers beyond 20.
- Begin to understand and use ordinal numbers in different contexts (e.g. describe position of objects, people or events).
- Compare 2 numbers up to 10 and say which is more/less or fewer and say a number which lies between 2 given numbers.
- Begin to identify and explain odd and even numbers to 10 (e.g. Numicon).
- Work out the total of two groups to 10 by counting on, using Numicon, fingers, whole part model and number-line.
- Remove a smaller number from a larger number up to 10 and find how many are left (i.e. taking objects/ Numicon away number/using a number line).
- Find one more or one less from a group of objects up to 20 with support).
- Begin to identify Number bonds to 10.
- To work out and begin to identify doubles of numbers up to 5+5.
- To begin to write simple mental calculations using the + - and + signs with support.
- To identify the difference between numbers up to 10.
- Select 2 groups of objects to make a given total (up to 10).
- How many ways can I make 8 or 9 using Numicon shapes? Can I make 7 for example using 2/3 or 4 numbers?
- Work out how many more are needed to make a larger number up to 10.
- To share into equal groups up to 10.
- Count in 10's.
- To begin to know doubles of numbers up to 5+5 and relate it to halving.
- Children will work out how many groups of 2 they can make from 12? How many groups of 3 can we make from 12? Do we have any leftover?
- Children will solve how many legs do 4 people have? How many legs do 6 people have altogether?
- Compare three or more objects by length or height making direct comparisons. (starting to use the vocabulary of taller/ tallest or longer/ longest or shorter/ shortest when comparing with support).
- Begin to correctly order objects by length or height with growing independence.
- Compare three or more objects by mass or weight making direct comparisons.
- Compare three or more containers by capacity making direct comparisons.
- Begin to correctly order, containers by capacity with growing independence.
- To begin to tell the time to the hour with support.
- To begin to know the sequence of the months of the year.
- To begin to know the differences and similarities between the 4 seasons of the year.
- Use and begin to recognise money practically- 1p,2p,5p,10p,20p coins (e.g. in role play).
- To begin with support to work out what coins they can use to pay for items that cost up to 10p.
- To measure, compare and order. Use everyday language related to:
- Name, recognise and sort 2D shapes and 3D shapes (see below).
- Start to describe and discuss the properties of shapes using increasing mathematical vocabulary.
- Use these shapes to make models, pictures and patterns in relation to experiences, activities and the learning theme.
- To begin to understand that when you halve a quantity you get two equal amounts.

# RECEPTION

## SPRING TERM

## Theme: Off on an Adventure

### Expressive Arts and Design

- Art
- Create simple representations of events, people and objects
  - Have opportunities to talk about how things work
  - Choose tools that are appropriate for the task
  - Consider properties and techniques and begin to explain choices and preferences
  - Have a developing awareness of safety when using tools
  - Draw more detailed figures and visual narratives
  - Chooses particular colours to use for a purpose.
  - Describe intentions and comment on outcomes when painting
  - Use paint to produce representational forms and pattern
  - Mix colours knowing that white lightens and black darkens
  - Explores what happens when they mix colours
  - Be able to join using a variety of techniques Have access to a wide range of construction kits on a large and small scale during independent activities and focused groups
  - Constructs with a purpose in mind, using a variety of resources.
  - Selects tools and techniques needed to shape, assemble and join materials
  - Explore a range of natural and man made materials for mono prints and repeat patterns
  - Understands that different media can be combined to create new effects.
  - Construct using textiles such as weaving, plaiting, sewing
  - Talk about the features of other people's work and use as inspiration for own work

- Music
- Recognise how sounds can be made and changed by selecting appropriate sounds to accompany a story/poem
- Match movements to music
- Recognise repeated sounds and sound patterns using musical elements

### Understanding the World

- Science
- Recognise, name and describe different materials talk about a range of properties and materials, know that some materials are found naturally and others are man made
  - Hypothesise and predict changes in a wide range of materials when heated, cooled, wet e
  - Observe and describe simple characteristics of plant growth
  - Observe, identify and discuss similarities and differences between plants
  - Know, describe and record sequences of the growth of a variety of plants
  - Introduce/develop opportunities for exploration which will stimulate children's spontaneous curiosity to:
    - Explore through the senses
    - Compare and contrast similarities and differences and raise questions
    - Sort
    - Sequence
  - Introduce and develop opportunities for investigation which will encourage children to:
    - Ask and raise questions
    - Try to predict what might happen
    - Describe and discuss observations
    - Use specific vocabulary
- History
- Know the routines in the reception class in relation to their own personal clock
  - Talk about their own personal time line
  - Model and encourage children to use and understand the vocabulary of time e.g. yesterday, this morning, last week, 2 weeks ago, first, then etc.
  - Explore winter and spring, and know, discuss and record key features

- Begin to understand the sequence of the months of the year
  - Sequence and order events in their own lives in relation to the passing of time using diary, photographs, pictures, reference books, tape recorder, discussing their work, using appropriate vocabulary
- Geography
- Encourage children to think about ways of improving the local environment
  - Understand the role of key adults in the local environment
  - To know the importance of taking care of the local area and some ways they can do this.
  - Understand seasonal weather change winter-spring
  - Investigate a key element of the local area, e.g. traffic, shops.
  - Challenge children's thinking in relation to story, events and experiences by modelling working out a route, and imaginary landscapes
  - Understand and describe features of the local and built environment through walks, photographs, discussion, video, newspapers, CD ROM, expressing likes and dislikes

#### Computing

# Reception

## Spring Term

### Key Vocabulary:

#### Maths

Add/more, difference.

less/fewer/ subtract/take away

Equals/makes/altogether.

Share/half

Double/groups of/ how many

(starting to use the vocabulary of heavier/ heaviest or lighter/ lightest when comparing with support).

Time (minutes, hours, o'clock, watch and hands, before, first, next, after, finally, morning, night, seasons, months).

Money- pence, buy, sell, value, total.

Capacity- half full.

Circle, triangle, oblong, square, hexagon.

Cube, cuboid, cone, sphere.

Flat, solid, surface, curved, straight, round, corner, face and side

# NURSERY

## SUMMER TERM

## Theme: Come Outside

### Communication and Language

- Listening and taking turns in group discussions, games etc
- Listen to and follow 2 part directions/instructions confidently
- Listen to and answer questions related to past/present experiences
- Recalling assimilated information in relation to learning theme, telling 3 facts to peers
- Think, talk and express thoughts, feelings, and ideas in order to communicate needs with greater fluency in relation to
- Use talk for a range of purposes and audiences

### Personal, Social and Emotional

- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Can describe self in positive terms and talk about abilities.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually adapt behaviour to different events, social situations and changes in routine.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

### Physical Development

- Explore movement using a variety of eq• Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

### Citizenship and ethics (Inc. British values SMSC)

- Democracy  
Deciding together what we would like to learn about farms
- Rule of Law  
Understanding why we have class rules  
Making up our own rules
- Individual Liberty  
Being confident to talk about yourself and your own achievements
- Respect and Tolerance  
Understanding others needs and learning more about different cultures and experiences.

- Spirituality  
Encourage children to think about what makes them and others feel better.
- Moral  
Reward good behaviour and kindness.
- Social  
Encourage children to respect things that are the same and that are different about each other.
- Cultural  
Explore the lives of others- farmers  
Explore different cultural experience and celebrations- May Day

### RE and Jigsaw

- RE  
Summer 1  
Story Time - What can we learn from stories?  
Christianity, Islam, Hinduism, Sikhism  
Summer 2  
Special Places -What makes places special?  
Christianity, Islam & Judaism
- JIGSAW  
Relationships  
Changing Me

# NURSERY

## SUMMER TERM

## Theme: Come Outside

### Literacy Reading

- Recognise and use with increased frequency sounds/graphemes in relation to own name and experiences
- Begin to say phase 2 phonemes in response to letter
- Recognise some vocabulary by sight in relation to learning theme
- Increase personal vocabulary to understand and use in response to stories and non-fiction
- Aspects
- 4 - Rhythm and rhyme
- 5 - Alliteration
- 7 - Oral segmenting and blending
- Respond and discuss main sequence, characters and events
- Predict what they think the rhyme/story is about
- When reading, identify and use simple book language (front, back, title, page, author, illustrator)
- Identify and join in with simple repeated words and phrases and simple rhyming patterns
- Begin to use non-fiction texts to develop thinking and talking in relation to the learning theme
- Expose children to a range of stories, rhymes, songs, poems and rhyme, non-fiction texts

### Literacy Writing

- Oral blending of simple cvc words
- Identify some initial sounds
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Concentrate in small group writing activities and mark make independently for a variety of purposes in relation to learning theme, events and experiences
- Begin to verbalise a sentence prior to writing
- Show an awareness of and use some conventions of writing (e.g. left to right directionality, capital letter at start of sentence/name, space, full stop) when writing and reading back in order to convey meaning
- Use talk to order, sequence and communicate their thinking in relation to thoughts, ideas and experiences when planning for mark-making/writing in small groups
- Begin to use the language of story telling
- Begin to differentiate between different letters and symbols
- Begins to break the flow of speech into words.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.
- Begin to speak clearly in defined statements
- Use their imagination and growing vocabulary
- Recognise and use with increased frequency, writing like symbols, some known letters and sounds (e.g. in relation to name and experiences)
- Uses some clearly identifiable letters to communicate meaning

### Mathematics

- Recite numbers confidently to 10 and begin to recite numbers to 20.
- Start to recite numbers in order continuing the count forwards from a given number (within 10).
- Estimate the size of a set of objects up to 6 and check by counting.
- Count an irregular arrangement of objects up to 10.
- To begin to recognise number symbols to 10.
- Begin to write numerals to 10.
- Recognise Numicon up to 5 and begin to recognise Numicon to 10.
- Ordering Numicon to 5 with support.
- Begin to order numbers to 5 with support.
- Compare sets of objects identifying more/less.
- Solve problems and puzzles in every day/role play activities using developing mathematical skills and knowledge to make comparisons.
- Begin to use maths vocabulary accurately in problem solving.
- Use mathematical language of more than/less than when adding one/taking one away.
- Select 2 groups of objects to make a given total (up to 10).
- Say the number that is 1 more/ 1 less up to 5.
- Practical concept - if the hen added one more egg how many would there be? If I ate one how many would be left?
- Use Numicon - how could I make number 4 using Numicon?
- Split a group of objects into two groups and recognise the total stays the same.
- Practical - 2 chickens have laid a total of 8 eggs? How many eggs could each of them laid?
- How did you work it out?
- Compare 2 objects according to size and length.
- Use mathematical language of longer/shorter independently.
- Compare 2 objects according to weight.
- Use mathematical language - heavy/heavier, light/lighter,
- Recognise 1p, 2p and 5p coins and use in role play situations
- Begin to recognise and describe some of the features of 3D and 2D shapes eg. Flat, curved, straight
- Use mathematical names for 3D and 2D shapes with support in relation to experiences.
- Recognise and repeat simple patterns
- Explore which shapes will roll and which will slide.
- To begin to respond to a wider range of positional language correctly.
- To begin to follow simple positional instructions correctly in terms of position, direction and movement with support.

# NURSERY

SUMMER TERM

Theme: Come Outside

## Expressive Arts and Design

## Understanding the World

### Art

- Discuss the intended effect prior to painting
- Choose and use types of paint competently such as mix required powder paint, vary intensity of water colours
- Use plastic modelling materials expressively
- Use a ball of clay to make an adventure playground for worms
- Make 3D forms using natural resources such as daisies, twigs, dandelions, leaves etc
- Choose from a range of natural and man made printing tools to create a desired effect
- Discuss the qualities of different materials

### Music

- Alter movements in response to different sounds
- Have opportunities to show and see others responding to music

### Science

- Examine animals to observe characteristics and features
- Describe simple sequence of events in a life cycle
- Explore pushes and pulls in the setting Observe plants in the learning environment Explore through the senses
- Compare/contrast similarities and differences and raise questions

### History

- Sequence events in their own lives in relation to the passage of time and future events
- Know the sequence of the days of the week

### Geography

- Visit local places in the environment in relation to the learning them
- Begin to identify similarities and differences between features of the local environment
- Discuss the need to care for the local environment
- To name the country they live in
- Introduce children to and explore aspects of spring and summer
- To learn not to drop litter and why.
- Develop simple mapping skills through journeys in relation to the learning theme (e.g. 3D model of 2D picture, woodland walk etc)
- To construct a physical representation of a journey through a known story.
- To see the UK on a wall map

### Computing



# Nursery

## Summer Term

### Key Vocabulary:

#### Maths

more, less, many,  
the same number as

greatest, most, biggest, largest, least, fewest, smallest  
one more, one less,  
order

one more, one less  
take (away), leave count out, share out  
money, coin, penny, pence  
price, cost, buy, sell  
spend, spent , pay

weigh, weighs, balances  
heavy/light, heavier/lighter,  
balance, weight, scales

cube  
pyramid  
sphere  
cone  
faces  
corners

far, near, close position  
over, under  
above, below

corner  
direction  
up, down

# Reception

## SUMMER TERM

## Theme: Off on and Adventure

### Communication and Language

- Listening with increased attention and concentration
- Become increasingly reflective, transferring and applying learning theme knowledge and specific vocabulary across a range of contexts
- Recall 3-5 facts related to learning theme
- Listen and recall information, instructions, plans
- Recall complex stories
- Listen to and identify word families, rhymes and sequences of words
- Retelling stories and sequencing events, highlighting main sequence and characters
- Predicting what they think the story/rhyme etc is about
- Understand 'how' and 'why' questions
- Think about and express thoughts, feelings, moods and ideas, extending understanding in relation to self, environment and others by reflecting, evaluating, analyzing and offering solutions
- Speak confidently with some expression demonstrating knowledge and understanding of key vocabulary in relation to learning theme,
- Demonstrate an ability to use growing vocabulary in new/unknown situations, extending thoughts and ideas
- Experiment confidently with language, generating new and invented words in speech (linking this to spelling i.e. segmenting to write/read, blending to read)
- Ask and answer questions appropriately
- Demonstrate confidence to transfer understanding of story to different versions and analyse

### Personal, Social and Emotional

- Sharing responsibility for keeping the school community clean and tidy, and understand the role of people who care for our environment
- Helping each other and independent resolution of quarrels
- Understand that everyone has an important role in communities
- Being a helper
- Co-operating in shared tasks
- Knowing how to keep ourselves clean

### Physical Development

- Be able to work independently, with a partner and in various sized groups
- Practice large muscle co ordination (skip/gallop)
- Use a range of muscle co-ordination skills during group/team games and activities
- Begin to link movement together in short phrases
- Begin to record touch, smell, taste, sight activities in a variety of ways (tally, draw)
- Use a wide range of tools safely and with increased accuracy

### Citizenship and ethics (Inc. British values SMSC)

Democracy  
Deciding together what we would like for role play inside class and in outdoor area

Rule of Law  
Using the zone board and certificates

Conflict resolution

Individual Liberty  
Being healthy and safe  
taking care of yourself and others

Respect and Tolerance  
Star of the week comments  
Exploring different homes and lives

Spirituality  
Promote teaching that allows pupils to ask questions and learn about themselves, others and the world.

Moral  
Develop a respect for other needs and feelings

Social  
Build relationships with friends and start to work together on activities  
Make it clear to visitors what matters to the school through displays and other public ways.

Cultural  
Develop links with wider community to take children on trips and have visitors to share different cultural experiences.  
Show the school's interest in promoting multi-cultural values by public celebration, e.g. display/events.

### RE and Jigsaw

RE  
Summer 1  
Story Time - What can we learn from stories?  
Christianity, Islam, Hinduism, Sikhism  
Summer 2  
Special Places -What makes places special?  
Christianity, Islam & Judaism

JIGSAW  
Relationships  
Changing Me

# RECEPTION

## SUMMER TERM

## Theme: Off on and Adventure

### • Literacy Reading

- Read showing an awareness of initial, short vowel and final sounds in words, making phonetically plausible attempts when reading more complex words
- Identify and say initial, final and medial sounds in words
- Extend vocabulary in relation to the learning theme, using developing phonic and graphic knowledge
- End of Spring - 85% phase 3 sounds then begin phase 4
- Know and find all sounds from ph 2 & 3
- Blend and read words containing adjacent consonants
- Segment and spell words containing adjacent consonants
- Ph 4 Read Tricky words -Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately. They also read common irregular words.
- Read showing an awareness of initial, short vowel and final sounds in words, making phonetically plausible attempts when reading more complex words
- Predict, anticipate etc what they think the story, rhyme or poem is about, offer alternative endings, and compare plots with own personal experiences
- Talk confidently about what they have read, characters in stories, sequencing events logically using story openings, actions and endings
- Use non-fiction texts to explore, develop and consolidate thinking and organise ideas in relation to the learning theme
- Extend vocabulary in relation to the learning theme, using developing phonic and graphic knowledge
- Use information texts to find answers to simple questions relating to learning theme
- They demonstrate understanding when talking with others about what they have read
- Show an awareness of alphabetical order through books and simple dictionaries
- Name a favourite author and talk about some of his/her books
- Begin to identify settings and themes of books and relate to other books they know

### Literacy Writing

- Phase 3/4 phonics
- Recognise, know and use initial, medial and final sounds in words.
- Spell tricky words- he she we me be was my you her all they are
- Identify short vowel sounds in words, segmenting to spell.
- Make phonetically plausible attempts when spelling more complex words
- Spell correctly at least 35/45 of the reception words
- Some words are spelt correctly and others are phonetically plausible
- Write/mark confidently and independently for a variety of purposes and audiences in relation to learning themes, events, purposes, (e.g. postcards, tickets, lists, letters, cards, record experiences, personal recounts, retell familiar stories, rhymes, poems, plays, write simple narratives, recounts, labels, captions etc)
- Show increased confidence when writing, thinking about purpose, audience and organization
- Write simple sentences using some conventions of writing, self correcting using a range of strategies
- Use talk to generate and order ideas prior to writing, structuring ideas through logical sequencing, beginning to show an awareness and some understanding of openings, action, endings, (e.g. using story language such as story starts- 'once upon a time...' developing these when setting the scene for the story.
- Begin to read their own writing aloud to a small audience clearly enough to be heard.
- **Write simple sentences which can be read by themselves and others.**
- *Use past present and future forms correctly*
- *Writing lists/, messages, invitations, instructions and recipes.*
- *Writing coherent statements or captions applying phonic knowledge*
- Use environmental print to scaffold independent writing
- Understand that a sentence conveys a chunk of meaning, and that a line of writing is not necessarily a complete sentence.
- Discuss purpose, organization and audience through focused discussion to extend the range of unfamiliar language structures, form and vocabulary
- Use the language of story telling
- Writing simple language structures using pronouns verbs and nouns
- Write three or more simple sentences that can be read back and which make sense
- Write each letter of the alphabet usually correctly in a pre-cursive style
- Begin to join 2/3 letters
- Consolidate top and bottom joins.
- Consolidate correct entry and exit points for all letters.
- Teach ascenders and descenders using a line as a guide
- Practice 3 letter words using top and bottom joins.
- Form all capital letters
- *Produce recognisable letters using the correct sequence of movements*

# RECEPTION

SUMMER TERM

Theme: Off on and Adventure

## Mathematics

- Count 1-1 reliably in all play and focused activities to 20 and beyond. (including irregular arrangements).
- Estimate a number within a range up to 20, that can be counted reliably and checked by counting.
- To begin to recite numbers to 100.
- Recite numbers in order continuing the count forwards or backwards from a given number (within 20).
- Recognise and use correct number symbols to 20 and beyond.
- Order a given set of selected numbers up to 20 independently.
- To begin to understand the value of numbers to 100 especially place value of teen numbers (Numicon and other strategies).
- To confidently write numbers to 20 and begin to write numbers to 100.
- To understand and use ordinal numbers more independently in different contexts (e.g. describe position of objects, people or events).
- Compare 2 numbers up to 20 and say which is more/less/greater/fewer and say a number which lies between 2 given numbers.
- Begin to identify and explain odd and even numbers to 20 (e.g. Numicon).
- Begin with support to work out the total of two groups to 20 by counting on, using Numicon, fingers, whole part model and number-line.
- Remove a smaller number from a larger number up to 20 and find how many are left (i.e. counting back from the larger number/using a number line).
- Find one more or one less from a group of objects up to 20).
- Identify and begin to recall Number bonds to 10.
- To begin to work out doubles of numbers up to 10+10 with support.
- To write simple mental calculations using the + - and + signs with growing independence.
- Begin to identify the difference between numbers up to 20 with support.
- Select 2 groups of objects to make a given total (up to 20) with support.
- How many ways can I make 10 using Numicon shapes? Can I make 10 for example using 2/3 or 4 numbers?
- Begin to work out how many more are needed to make a larger number up to 20.
- To share into equal groups up to 20 with support.
- To begin to count in 2's and 5's with support.
- To know doubles of numbers up to 5+5 and begin to relate it to halving with support.
- Children will work out how many groups of 4 they can make from 12? How many groups of 3 can we make from 15? Do we have any leftover?
- Children will solve how many legs do 3 dogs have? How many legs do 5 dogs have altogether?
- Compare four or more objects by length or height making direct comparisons.
- Be able to correctly order objects by length or height independently.
- Compare four or more objects by mass or weight making direct comparisons.
- Begin to correctly order objects by mass or weight using scales with growing independence.
- Compare four or more containers by capacity making direct comparisons.
- Begin to correctly order, containers by capacity with growing independence.
- To talk about own personal timeline and start to relate "o'clock" times to familiar events in own life.
- To tell the time confidently to the hour.
- To begin to relate specific months to the different seasons of the year.
- Use and begin to recognise money practically- 1p,2p,5p,10p,20p,50p,£1.00 and £2.00 coins (e.g. in role play).
- To begin with support to work out what change they might need from items that cost up to 10p.
- To confidently measure, compare and order. To use everyday language related to:
- Name, recognise and sort 2D shapes and 3D shapes (see below).
- Describe and discuss the properties of shapes using increasing mathematical vocabulary.(see below).
- Use these shapes to make more complex models, pictures and patterns in relation to experiences, activities and the learning theme.
- To begin to split quantities up to 10 with support.
- To begin to understand that when you split an object into 4 equal sizes they are called quarters.

# RECEPTION

## SUMMER TERM

## Theme:

### Expressive Arts and Design

- Art
- Describe intentions and comment on outcomes when painting
  - Initiate and plan simple projects
  - Select tools and resources that are most appropriate to the task
  - Devise their own designs (oral, pictorial, written diagrams)
  - Adapt their own designs evaluate and refine processes and end products to meet the requirements of the design brief
  - Draw more detailed figures and visual narratives
  - Record from observation, imagination and memory
  - Use paint to produce representational forms and pattern
  - Mix colours knowing that white lightens and black darkens
  - Choose appropriate brushes and paper for a task
  - Create 3D forms that represent their ideas
  - Change the texture of clay using a range of tools and techniques
  - Add features to surfaces using fingers and tools
  - Explore plastic and rigid modelling materials
  - Make a 3D object from clay by joining, pulling, using fingers and hands as a tool
  - Know how to use tools and equipment safely and appropriately to cut, join and finish their designs
  - Explore a range of natural and man-made materials for mono prints and repeat patterns
  - Explore the range of cultural artefacts that are found in the environment
  - Produce a textile by simple technique e.g. dye, print
  - Have a wide vocabulary for describing different textures
  - Talk about the features of other people's work and use as inspiration for own work
- Music
- Sing a range of simple songs and rhymes from memory with enjoyment and confidence
  - Listen to a range of short musical extracts including live or recorded music
  - Create an accompaniment to a song or story using an ostinato pattern based on 4 beat patterns and record on tape/graphically

### Understanding the World

- Science
- Encourage children to think about ways of improving the natural environment
  - Understand and talk about seasonal weather changes (spring/summer)
  - Change in relation to animal growth
  - Observe, describe and classify simple features and characteristics of animals
  - Observe and discuss different habitats
  - Observe, describe and sequence the life cycle of a variety of animals
  - Talk about and observe pushes and pulls in the learning environment
  - Introduce/develop opportunities for exploration which will stimulate children's spontaneous curiosity to:
    - Explore through the senses
    - Compare and contrast similarities and differences and raise questions
    - Sort
    - Sequence
  - Introduce and develop opportunities for investigation which will encourage children to:
    - Ask and raise questions
    - Try to predict what might happen
    - Describe and discuss observations
    - Use specific vocabulary
- History
- Provide opportunities to share stories, role play and talk about the passage of time in relation to their own lives
  - Begin to explore routines in Year 1 e.g. Literacy, Numeracy, timetable, playtime
  - Talk about own personal timeline in relation to events in their own lives
- Geography
- Know the seasons of the year and some of the key features
  - Know the months of the year
  - Can ask and answer a historical question related to their own life
  - Sequence and order events in their own lives in relation to the passage of time, and future events using diary, photographs, tape recorders, CD ROM, reference materials, range of artefacts, visitors, discussing and recording their work using appropriate vocabulary
  - Encourage children to think about ways of improving the natural environment
  - Identify similarities and differences between 2 areas through story, experiences, photographs, etc
  - Understand the role of key adults in the natural environment e.g. park keeper, traffic patrol
  - Recognise 4 countries on a map of the UK
  - Talk about the day to day weather and some features of seasons in their locality
  - Start to understand that other places in the world are hot or cold
  - Understand and talk about seasonal weather changes (spring/summer)
  - To construct a physical representation of a journey through a local area.
  - To use a UK wall map or atlas to locate the 4 countries.
  - Understand and describe features of the natural environment through walks, photographs, discussion, video, newspapers, CD ROM, expressing likes and dislikes and areas for development
- Computing

# Reception

## Spring Term

### Key Vocabulary:

#### Maths

Add/ plus/ more, difference.

less/fewer/ subtract/take away/minus

Equals/makes/altogether.

Divide/share/half

Double/groups of/lots of/ how many

(more independently using the vocabulary of taller/ tallest or longer/ longest or shorter/ shortest when comparing).

(more independently using the vocabulary of heavier/ heaviest or lighter/ lightest when comparing).

Time (minutes, hours, seconds, o'clock, watch and hands, first, next, after, finally, morning, afternoon, evening, seasons, months, years).

Money- pound, spend, value, exchange, change.

Capacity- holds more or most/ holds less or least.

Circle, triangle, oblong, square, star, pentagon and hexagon.

Cube, cuboid, cone, sphere and cylinder. - Flat, curved, straight, round, hollow, solid, corner, surface, face, side, edge and end