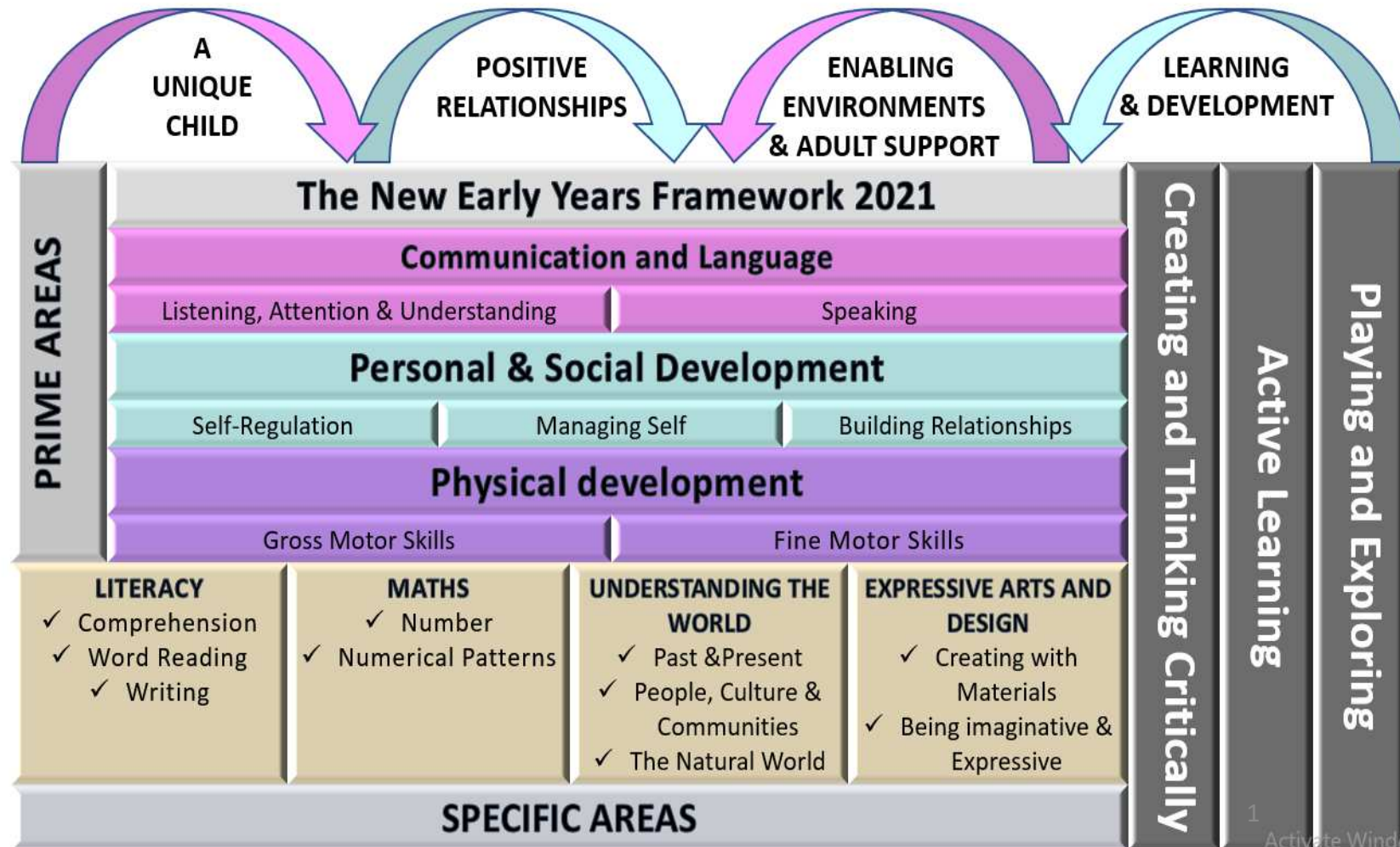


# OUR RECEPTION CURRICULUM 22-23

SKILLS AND KNOWLEDGE THROUGH THE YEAR



*“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”*  
 Delapre EYFS Team





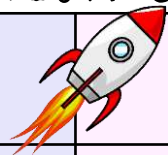
# RECEPTION CURRICULUM 22-23



**AUTUMN 1**  
(6 WEEKS)



**AUTUMN 2**  
(7 WEEKS)



**SPRING 1**  
(5 ½ WEEKS)



**SPRING 2**  
(6 WEEKS)



**SUMMER 1**  
(6 WEEKS)



**SUMMER 2**  
(6 WEEKS)

## GENERAL THEMES

### WHO AM I?

Starting school / my new class / New Beginnings  
Human body / Senses  
How have I changed?  
My family  
PSED focus  
Me and my relationships / Keeping safe online  
Being kind / staying safe

*NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS*

### WHO'S AFRAID OF THE BIG BAD WOLF?

Bonfire night celebrations  
Diwali  
Goldilocks and the three bears  
The Three Little Pigs  
The Nativity  
The Jolly Christmas Postman  
Gingerbread Man

### WHAT HAPPENS IN OTHER WORLDS?

Fly me to the moon!  
Who was Neil Armstrong?  
Planets  
Where do we live in the UK / world?  
Where in the world have you been?  
Chinese New Year

### DO YOU LIKE TO MOVE IT, MOVE IT?

Around the town – How do I get there?  
Vehicles past and present  
Design your own transport  
People who help us  
Dentist – Keeping our teeth healthy

### HOW DO THINGS LIVE AND GROW? WHO LIVES WHERE?

Animals around the world  
Climates/Hibernation  
Minibeasts  
Happy habitats  
Plants and flowers  
Weather / Seasons  
Dinosaurs

### WHERE WOULD YOU BURY YOUR TREASURE?

Under the sea – Marine life  
Seasides in the past  
Compare: Now and then!  
Pirates and treasure maps  
Fun Science / Materials  
Superheroes

## HIGH QUALITY TEXTS

Billy and the Big New School  
Superworm  
Gruffalo  
Harry and the Bucket Full of Dinosaurs  
Elmer  
Room on the Broom  
The Colour Monster  
Funny Bones

Little Red Riding Hood  
The Little Ren Hen  
Stick Man  
The Christmas Story / Nativity

The Dinosaur that Pooped a planet  
Aliens Love Underpants  
Ticket Around the World  
On the Way Home  
Goodnight Moon  
The Great Race

Duck in the Truck  
Titus' Troublesome Tooth  
Non-fiction texts – Transport  
Fireman Sam  
Zog and the Flying Doctor  
The Runaway Train  
Mr Grumpy's Outing  
Rosie's Walk

Rainbow Fish  
The Enormous Turnip  
Dear Zoo  
Handa's Surprise  
Farmer Duck  
Eddie's garden

Billy's Bucket  
Somebody Swallowed Stanley  
Tiddler  
Shhhh!  
Six Dinner Sid

## 'WOW' MOMENTS / EXPERIENCES ENRICHMENT

Autumn Walk  
Harvest Time / Festival

Halloween 31st  
Guy Fawkes / Bonfire Night  
Christmas Time / Nativity  
Diwali – 25<sup>th</sup> Nov  
World Cup 21<sup>st</sup> Nov  
Remembrance day – 11<sup>th</sup> Nov  
Baking Gingerbread men  
Children in Need – 18<sup>th</sup> Nov

Chinese New Year 22<sup>nd</sup>  
Jan - Food tasting  
Pizza planets  
Lent  
Valentine's Day  
Internet Safety Day - 8<sup>th</sup> Feb

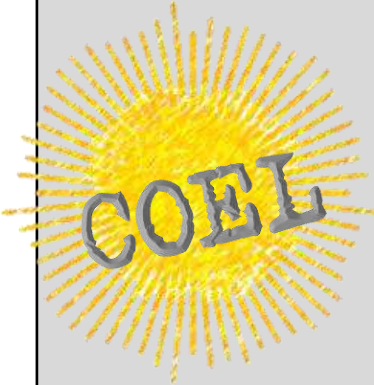
Walk to field/pond – Spring  
Nurse / Firefighter / PCSO visit  
Post a letter  
Road Safety  
World Book Day – 2<sup>nd</sup> March  
Easter – 9<sup>th</sup> April (Easter Egg Hunt)  
Mother's Day – 19<sup>th</sup> March  
Science Wk – 11<sup>th</sup>-20<sup>th</sup> March

Animal Encounter visit  
Healthy Eating – Fruit tasting  
Caterpillars (Life-cycles)  
Farm visit

Delapre Abbey visit  
Pirate Day  
Map work - Find the Treasure  
Father's Day – 18<sup>th</sup> June  
End of year - Teddy Bear picnic - Butterfly cakes  
Eid



# RECEPTION CURRICULUM 22-23



OVER  
ARCHING  
PRINCIPLES

## Characteristics of Effective Learning

- Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

- Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.
- Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
- Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
- Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*PLAY: At Delapre Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'*

**We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.**

# RECEPTION CURRICULUM 22-23



## OUR CURRICULUM DRIVERS



**HARDWORKING**



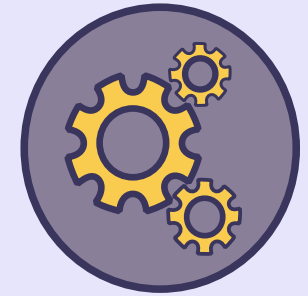
**RESILIENT**



**COMMUNICATOR**



**THOUGHTFUL**





**KNOWLEDGEABLE**

- At Delapre, we teach our children how to be a 'Delapre Child'. To do this, we model and explain our school curriculum drivers. If our children encompass all drivers then they will succeed in their learning.
- In Reception, we introduce these drivers as Mr Men and Little Miss characters: Mr Hardworking, Mr Resilient, Miss Communicator, Miss Thoughtful and Mr Knowledgeable. We explain what each of these mean and how to be like these characters. Children are rewarded for displaying these drivers in all circumstances.







# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>COMMUNICATION AND LANGUAGE</b>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>					
	<p>To understand how to listen carefully.</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p> <div style="text-align: right; margin-top: 20px;">  </div>
	<p>To talk in front of a small group.</p> <p>To talk to class teacher and other adults.</p> <p>To learn new vocabulary.</p>	<p>To answer questions in front of a whole class.</p> <p>To use new vocabulary throughout the day.</p>	<p>To develop the confidence to talk to other adults they see on a daily basis.</p> <p>To talk in sentences using conjunctions e.g. and, because.</p>	<p>To share their work to the class – standing up at the front.</p> <p>To use new vocabulary in different contexts.</p> <p>To engage in non-fiction books.</p>	<p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To talk to different adults around the school.</p> <p>To talk about why things happen.</p> <p>To talk in sentences using a range of tenses.</p>




# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p>	<p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>To adapt behaviour to a range of situations.</p>	<p>To focus during longer whole class lessons.</p> <p>To follow two-step instructions.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To consider the feelings and needs of others.</p>	<p>To control their emotions using a range of techniques.</p> <p>To set a target and reflect on progress throughout.</p>	<p>To maintain focus during extended whole class teaching.</p> <p>To follow instructions of three steps or more.</p> 
	<p>To wash hands independently.</p> <p>To put a coat on independently.</p> <p>To get changed for PE with support.</p> <p>To explore different areas within the Year R environment.</p> <p>To use the toilet independently.</p>	<p>To develop rules and understanding the need to have rules.</p> <p>To put PE kit on independently.</p> <p>To have confidence to try new activities.</p>	<p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To practise doing up a zipper.</p> <p>To practise doing buttons.</p> <p>To practise doing up buckles.</p>	<p>To develop independence when dressing and undressing for activities such as PE.</p> 	<p>To identify and name healthy foods.</p> <p>To manage own basic needs independently.</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p>	<p>To understand and importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To show a ‘can do’ attitude.</p>



# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>To seek support of adults when needed.</p> <p>To gain confidence to speak to peers and adults.</p>	<p>To play with children who are playing with the same activity.</p> <p>To begin to develop friendships.</p> <p>To have positive relationships with all Year R staff.</p>	<p>To begin to work as a group with support.</p> <p>To use taught strategies to support turn taking.</p>	<p>To listen to the ideas of other children and agree on a solution and compromise.</p>	<p>To work as a group.</p> <p>To begin to develop relationships with other adults around the school.</p>	<p>To have confidence to communicate with adults around the school.</p> <p>To have strong friendships.</p>
<p>WE ALSO FOLLOW THE SCHEME:</p> <p>SCARF</p>	<p><b><u>SCARF: Me and My Relationships</u></b>            All about me            What makes me special            Me and my special people            Who can help me? (self-regulation)            Me and my feelings 1 &amp; 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques)            Know that some actions and words can hurt others feelings.</p>	<p><b><u>SCARF: Valuing Difference</u></b>            I'm special you're special            Same and different            Same and different families            Same and different homes            I am caring            Kind and caring</p>	<p><b><u>SCARF: Keeping myself safe</u></b>            What's safe to go onto my body?            What's safe to go in my body?            Safe indoors and outdoors            Listening to my feelings            Keeping safe online            People who help to keep me safe</p>	<p><b><u>SCARF: Rights and responsibilities</u></b>            Looking after my special people: I know that caring relationships are at the heart of happy families            Looking after my friends: I know what makes a good friend            Being helpful at home and caring for our classroom            Caring for our world            Looking after money            Looking after money (2)</p>	<p><b><u>SCARF: Being my best</u></b>            Bouncing back when things go wrong:            resilience            Yes I can: confidence and resilience            Healthy eating (2 weeks)            Move your body            A good nights sleep</p>	<p><b><u>SCARF: Growing and changing</u></b>            Seasons            Life stages, plants, animals, humans            Life stages, human life stage, who will I be?            Where do babies come from?            Getting bigger            Me and my body, girls and boys</p>



# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PHYSICAL DEVELOPMENT</b>	Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
	<p>To use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters.</p> <p>To hold scissors correctly and make snips in paper.</p> <p>To hold a fork and spoon correctly.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To write taught letters using correct formation.</p>	<p>To use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly and cut along a curved line.</p> <p>To write taught letters using correct formation.</p> <p>To handle tools, objects, construction materials safely and with increasing control.</p>	<p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of letters.</p> <p>To draw pictures with some accuracy.</p> <p>To develop their small motor skills so that they can use tools confidently and safely.</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To add detail to drawings.</p> <p>To paint with confidence and create pictures.</p> <p>To construct and build with confidence</p> <p>To develop their small motor skills so that they can use tools confidently and safely.</p>	<p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details and accuracy.</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p>



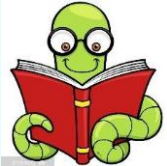
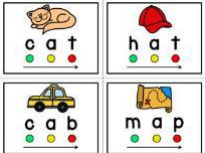


# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>To move safely in a space</p> <p>To run and stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work co-operatively with a partner.</p>	<p>To balance</p> <p>To change direction</p> <p>To jump and hop</p> <p>To explore different ways to travel</p> <p>To jump and land safely.</p> <p>To develop rocking and rolling.</p>	<p>To create short sequences using shapes, balances and travelling actions.</p> <p>To move safely with confidence and imagination, communicating ideas through movement.</p> <p>To remember and repeat actions, exploring pathways and shapes.</p>	<p>To know how to jump and land safely.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p> <p>To use climbing equipment safely and competently.</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To work co-operately as a team.</p>
<p>WE ALSO FOLLOW THE SCHEME:</p> <p>PE MOVE</p>	<p>PE – Spatial awareness games and movement (Val Sabin)</p>	<p>Gymnastics: Jumping Jacks and Rock &amp; Roll PE Move</p>	<p>Dance: Dinosaurs PE Move</p>	<p>Gymnastics: Gym in the jungle PE Move</p>	<p>Games: Best of Balls PE Move</p>	<p>Games: The Olympics PE Move Parachute Games</p>



# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	<p>To use pictures to tell stories.</p> <p>To sequence familiar stories.</p> <p>To independently look at book, holding them the correct way and turning pages.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to answer questions about the stories read to them.</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes.</p>	<p>To act out stories.</p> <p>To begin to predict what may happen in the story.</p> <p>To suggest how a story might end</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p> <p>To talk about the characters in the books they are reading.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experiences of books.</p>	<p>To answer questions about what they have read.</p> <p>To know that information can be retrieved from books.</p> 
	<p>To recognise own name.</p> <p>To begin to recognise and say letter sounds.</p> <p>To begin to orally blend sounds together.</p> 	<p>To blend sounds together to read words using the sounds taught.</p> <p>To begin reading captions and sentences using taught sounds.</p> <p>To read books matching their phonic ability.</p>	<p>To begin to read longer words.</p> <p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To read sentences containing high frequency words.</p> <p>To read books matching their phonic ability.</p>	<p>To read compound words.</p> <p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To read sentences containing high frequency words.</p> <p>To read books matching their phonic ability.</p>	<p>To read longer words.</p> <p>To read compound words.</p> <p>To read words ending in suffixes.</p> <p>To read longer sentences containing high frequency words.</p> <p>To read books matching their phonic ability.</p>	<p>To read longer words.</p> <p>To read compound words.</p> <p>To read words ending in suffixes.</p> <p>To read longer sentences containing high frequency words.</p> <p>To read books matching their phonic ability.</p>




# RECEPTION CURRICULUM 22-23



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>To copy their name.</p> <p>To give meanings to the marks they make.</p> <p>To copy taught letters.</p> <p>To write initial sounds.</p> <p>To begin to write CVC words using taught sounds.</p>	<p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p>	<p>To form lower-case letters correctly.</p> <p>To begin to write sentences using finger spaces.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught tricky words correctly</p>	<p>To form lower-case letters correctly and begin to form capital letters.</p> <p>To write sentences using finger spaces and full stops.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught tricky words correctly</p>	<p>To form lower-case and capital letters correctly.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use capital letters at the start of a sentence.</p> <p>To use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught tricky words correctly.</p> <p>To begin to read their work back.</p>	<p>To form lower-case and capital letters correctly.</p> <p>To begin to write longer words and compound words which are spelt phonetically.</p> <p>To begin to write sentences using a capital letter, finger spaces and full stop.</p> <p>To spell some taught tricky words correctly.</p> <p>To read their work back and check it makes sense.</p>




# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>LITERACY</p> <p>WE ALSO FOLLOW THE SCHEME:</p> <p>HAMILTON (WE AMEND THE UNITS TO SUIT US AND OUR CHILDREN)</p> <p>TEXTS</p> 	<p><b>Labels and Captions: Ourselves and our Families</b></p> <ul style="list-style-type: none"> <li>Unit 1 - All about me!</li> <li>Unit 2 – My family</li> </ul> <p><b>Lists and story telling: Sharing the Harvest</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Lists and storytelling</li> </ul> <p><b>Lists and Labels: Autumn Leaves</b></p> <ul style="list-style-type: none"> <li>Unit 1 Leaf Man – Signs of Autumn</li> </ul>	<p><b>Prepositions and descriptors: Celebrating Light and Dark</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Festivals and light</li> <li>Unit 2 – Describing festivities</li> </ul> <p><b>Traditional Tales and Labels: Homes and Houses</b></p> <ul style="list-style-type: none"> <li>Unit 3 – Goldilocks and the three bears</li> <li>Unit 2 – 3 little pigs</li> <li>Unit 3 - Gingerbread Man</li> </ul> <p><b>Greetings and Letters</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Winter Greetings</li> <li>Unit 2 – Letter writing and gift giving</li> </ul>	<p><b>Story Sequence and Captions: Space</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Blast off!</li> <li>Unit 2 – Information books</li> <li>Unit 3 – Alien Life</li> </ul> <p><b>Captions and Instructions: Winter Days and Nights</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Winter Signs</li> </ul> <p><b>Captions and Banners: Dragons and Chinese New Year</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Dragons</li> <li>Unit 2 – Chinese New Year</li> </ul>	<p><b>Captions, Labels and Non-Fiction Writing: Spring into Spring</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Signs and of Spring</li> <li>Unit 2 – Spring animals</li> <li>Unit 3 – Spring Time Festivals</li> </ul> <p><b>Lists, Maps and recounts: Transport</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Modes of Transport</li> </ul> <p><b>Captions, Greeting cards and Letters: People Who Help Us</b></p> <ul style="list-style-type: none"> <li>Unit 2 – Help in the Community</li> <li>Unit 3 – Emergency Services</li> </ul>	<p><b>Lists, Labels and Instructions: Growing Plants</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Seed to Beanstalk</li> <li>Unit 2 – Field to Fork</li> </ul> <p><b>Labels, Captions and Simple Report Sequences: Animal Lifecycles</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Animal Changes</li> <li>Unit 2 – Frog Life Cycle</li> </ul> <p><b>Non-Fiction Texts and Stories: Dinosaurs</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Researching Dinosaurs</li> <li>Unit 2 – Dinosaur Stories</li> </ul>	<p><b>Lists, Maps and Recounts: Travel</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Map My Journey</li> </ul> <p><b>Pirates</b></p> <ul style="list-style-type: none"> <li>Unit 1</li> <li>Unit 2</li> </ul> <p><b>Letters, Short retellings of Fairy Tales</b></p> <ul style="list-style-type: none"> <li>Unit 2 – Jack and the Beanstalk</li> </ul> <p><b>Descriptive Writing: Superheroes</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Superpowers</li> <li>Unit 2 – Superheroes</li> </ul>
		<p>Do You Like?</p> <p>We are All Different</p> <p>Peace at last</p> <p>The Great Big Book of Families</p> <p>The Enormous Turnip</p> <p>Pumpkin Soup</p> <p>Autumn – Non-Fiction</p> <p>Leaf Man</p>	<p>Bears in the Night</p> <p>Diwali – Non-Fiction</p> <p>The Story of Rama and Sita</p> <p>Guy Fawkes: Recount</p> <p>Goldilocks and the three bears</p> <p>The Three Little Pigs</p> <p>The Gingerbread Man</p> <p>The Jolly Christmas Postman</p> <p>Dear Santa</p> <p>The Christmas Present</p>	<p>Whatever Next! Toys in Space, Space – Non-Fiction, A Journey into Space, Here Comes the Aliens, Man on the Moon, The Bear’s Winter House, Winter – Non-Fiction, Custard the Dragon, Tell me a Dragon, The Dragon Machine, Chinese New Year – Non-Fiction, The Great Race</p>	<p>Wakey-Wakey</p> <p>Spring – Non-Fiction</p> <p>The Odd Egg</p> <p>Spring for the Birds</p> <p>The Ugly Duckling</p> <p>The Egg Drop</p> <p>You Can’t Take an Elephant on the Bus</p> <p>Mrs Armitage on Wheels</p> <p>People Who Help Us – Non-Fiction</p>	<p>The Tiny Seed, Jasper’s Beanstalk, Sunflower – Non-Fiction, Grass for Tea, Oliver’s vegetables, Oliver’s Fruit salad</p> <p>The Very Hungry Caterpillar</p> <p>Caterpillars – Non-Fiction</p> <p>Tadpoles Promise, Frogs – Non-Fiction, Owls and Dinosaurs</p> <p>Dinosaurs- Non-Fiction</p> <p>The Dirty Great Dinosaur, Linus the Vegetarian T-Rex, Saturday Night at the Dinosaur Stomp</p>



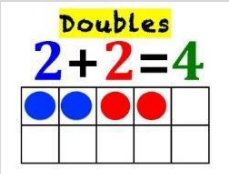

# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><b>Baseline activities – 3 Weeks (part-time)</b></p> <ul style="list-style-type: none"> <li>To recognise numbers 1-3.</li> <li>To begin to subitise to 3.</li> <li>To find one more of numbers to 3.</li> <li>To find one less of numbers to 3.</li> <li>To explore the composition of 2 and 3</li> <li>To recognise numbers 1-5.</li> <li>To begin to subitise to 5.</li> <li>To find one more of numbers to 5.</li> <li>To find one less of numbers to 5.</li> <li>To explore the composition of 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers 0-8.</li> <li>To subitise to 5.</li> <li>To find one more of numbers to 8.</li> <li>To find one less of numbers to 8.</li> <li>To explore the composition of 6, 7 and 8.</li> <li>To match the number to quantity</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers 0-10.</li> <li>To explore the composition of 9 and 10.</li> <li>To practise number bonds to 10.</li> <li>To know addition facts to make 5.</li> <li>To find one more of numbers to 10.</li> <li>To find one less of numbers to 10.</li> <li>To estimate a number of objects.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers to 10.</li> <li>To revise number bonds to 5.</li> <li>To begin to count to 20 and explore numbers above 10.</li> <li>To match the number to quantity.</li> </ul>	<ul style="list-style-type: none"> <li>To solve simple number problems.</li> <li>To recap the composition of each number to 10.</li> <li>To know addition and subtraction facts to 10.</li> <li>To know doubling facts.</li> </ul>	






# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p><b>Baseline activities – 3 Weeks (part-time)</b></p> <p>To say which group has more.</p> <p>To say which group has less.</p> <p>To compare quantities to 3.</p> <p>To compare quantities to 5.</p> <p>To compare equal and unequal groups.</p> <p>To count to 5.</p>		<p>To count objects to 10.</p> <p>To compare quantities to 8.</p> <p>To begin to understand the different between odd and even numbers up to 8.</p> <p>To combine two groups of objects.</p>	<p>To count to 10.</p> <p>To compare quantities to 10.</p> <p>To order numbers to 10.</p> <p>To count back from 10.</p> <p>To take away objects and count how many are left.</p> <p>To find the missing number.</p>	<p>To add numbers.</p> <p>To subtract numbers.</p> <p>To find the missing number.</p> <p>To order numbers e.g. 4, 7, 9</p> <p>To find the missing number in an addition and subtraction sentence problems.</p>	<p>To begin to count to 20 and beyond.</p> <p>To explore odd and even numbers.</p> <p>To double numbers up to 10.</p> <p>To find half of numbers up to 10.</p> <p>To share quantities equally.</p>
	<p><b>Baseline activities – 3 Weeks (part-time)</b></p> <p>To match objects.</p> <p>To sort objects.</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours.</p> <p>To recognise and name circle and triangle.</p>	<p>To recognise and name a square and rectangle.</p>	<p>To order objects by height and length.</p> <p>To order the days of the week.</p> <p>To measure height using cubes.</p> <p>To measure time.</p> <p>To begin to name 3D shapes.</p> <p>To explore the properties of 3D shapes</p>	<p>To measure capacity.</p> <p>To begin to name 3D shapes.</p> <p>To explore the properties of 3D shapes.</p>	<p>To describe the properties of 3D shapes.</p> <p>To make pictures with shape arrangements.</p>	<p>To finish a repeating pattern.</p> <p>To make patterns using shapes.</p> <p>To name and describe 2D and 3D shapes.</p>



# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>WE ALSO FOLLOW THE SCHEME:</p> <p><i>White Rose</i></p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p> 	<p><b>Getting to Know You</b></p> <p>Teacher assessment/baseline - Mathematics tasks, early number, early calculation (addition/subtraction), mathematical language, early understanding of pattern.</p> <p><b>Just Like Me!</b></p> <p>Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns</p>	<p><b>It’s Me 1, 2, 3!</b></p> <p>Introducing 1 and 0 Representing and comparing 1,2,3 Introducing 2 Composition of 1,2,3 Introducing 3 Circles and triangles &amp; Spatial awareness</p> <p><b>Light and Dark</b></p> <p>Introducing 4 and 5 One more one less Comparing shapes Night and day (routines/time)</p>	<p><b>Alive in 5!</b></p> <p>Zero and comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity</p> <p><b>Growing 6, 7, 8</b></p> <p>Learning about and representing 6,7 and 8 Pairs and combining groups Comparing Length and height Time</p>	<p><b>Building 9 &amp; 10</b></p> <p>Learning about and representing 9 and 10 Ordering numerals to 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Pattern</p> <p><b>Consolidation</b> week 1 + week 2 Assessment week (respond to what the children need more support with)</p>	<p><del>To 20 and Beyond</del> <b>Numbers to 10</b> (We have adapted this unit inline with the new EYFS)</p> <p>Understanding number</p> <p>Counting patterns/spatial reasoning</p> <p><b>First Then Now</b></p> <p>Adding more x2 weeks Taking away x2 weeks</p>	<p><b>Find my Pattern</b></p> <p>Doubling Sharing and grouping Even and Odd</p> <p>Spatial reasoning</p> <p><b>On the Move</b></p> <p>Deepening understanding x2 weeks</p> <p>Patterns and Relationships Consolidation</p>

# RECEPTION CURRICULUM 22-23





## COMPUTING



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.</p> <p>To learn about e-safety.</p>	<p>To know how to operate simple equipment.</p> <p>To draw pictures on IWB and begin to change colours.</p> <p>To use the iPad to take pictures.</p>	<p>To access, understand and interact with a range of technology.</p> <p>To draw pictures on IWB, changing colour and pen size.</p> <p>Identify how technology is used to share information (Internet / Google Maps).</p>	<p>To use the IWB, changing games and programmes.</p> <p>To know who to talk to if feeling unsafe online.</p>	<p>To explore how a programmable toy works.</p> <p>To know that you can use the internet to find and retrieve information.</p>	<p>To use the keyboard to type their name.</p> <p>To begin to give reasons why we need to stay safe online.</p>



# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<p>To know about my own life-story.</p> <p>To know how I have changed .</p> 	<p>To know about figures from the past. (Guy Fawkes)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been shared in class. (Toys and Christmas)</p>	<p>To know about figures from the past. (Neil Armstrong and Tim Peake)</p>	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Transport / Emergency Services)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Farming)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)</p>
	<p>To know about family structures and talk about who is part of their family.</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the town the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p>	<p>To talk about how Hindus celebrate Diwali.</p> <p>To talk about the Christmas Story and how it is celebrated.</p> <p>To know that people around the world have different religions.</p>	<p>To talk about Chinese New Year.</p> <p>To know that simple symbols are used to identify features on a map.</p>	<p>To know about people who help us within the local community.</p> <p>To know that Christians celebrate Easter.</p>	<p>To be able to talk about stories from different religions.</p> <p>To know that religions have differences and similarities.</p>	<p>To know that people in other countries may speak different languages.</p> <p>To be able to read and identify features on a map.</p> 



# RECEPTION CURRICULUM 22-23



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>To use our senses to explore the world around us.</p> <p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments.</p> <p>To talk about and name different body parts.</p>	<p>To know about and recognise the signs of Autumn.</p>	<p>To know about features of the world and Earth.</p> <p>To know about the planets in our solar system.</p> <p>To know about and recognise the signs of Winter.</p> <p>To know some important processes and changes in the natural world. Including states of matter (freezing and melting)</p> <p>To know that some animals hibernate.</p>	<p>To know about and recognise the signs of Spring.</p> <p>To talk about the similarities and differences for the seasonal changes.</p> <p>To know about features of my own immediate environment and how they might vary from another.</p>	<p>To plant seeds.</p> <p>To observe the growth of seeds and talk about changes.</p> <p>To know how to care for growing plants.</p> <p>To learn about lifecycles of plants and animals.</p> <p>To know that some animals are nocturnal.</p> <p>To know about different habitats.</p> <p>To talk about the different groups of animals – farm, wild, pets, sea</p>	<p>To know some important processes and changes in the natural world. Including states of matter (floating and sinking)</p> <p>To know about and recognise the signs of Summer.</p> <p>To know that some things in the world are man-made and some things are natural.</p> <p>To know how to sort materials (recycling).</p>
WE ALSO USE THE SCHEME - DISCOVERY RE	<p><b>Christianity/Judaism</b> What makes people special?</p>	<p><b>Christianity</b> What is Christmas?</p>	<p><b>Hinduism</b> How do people celebrate?</p>	<p><b>Christianity</b> What is Easter?</p>	<p><b>Christianity/Islam/Hinduism /Sikhism</b> What can we learn from stories?</p>	<p><b>Christianity/Islam /Judaism</b> What makes places special?</p>

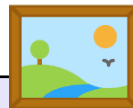


Our RE enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.


They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.





# RECEPTION CURRICULUM 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>EXPRESSIVE ARTS AND DESIGN</b>	<p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>To name colours.</p> <p>To experiment with mixing colours.</p> <p>To create simple representations of people and objects.</p> <p>To draw and colour with pencils and crayons.</p> <p>To role play using given props and costumes.</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To use different construction materials</p>	<p>To use colours for a particular purpose.</p> <p>To create simple representations of people and objects.</p> <p>To learn about the artist <b>Kandinsky</b> and produce a piece of artwork in his style.</p> <p>To share their creations.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA).</p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (mixing, kneading, rolling, cutting) – Gingerbread</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To learn about and compare the artists <b>Van Gogh and Peter Thorpe</b>.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape).</p> <p>To know how to work safely and hygienically.</p> <p>To use some cooking techniques (mixing, kneading, rolling, cutting) - Pizzas.</p> <p>To know the names of tools.</p>	<p>To use colours to create a piece of art in the style of the artist <b>Alma Woodsey Thomas</b>.</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins).</p> <p>To make and use props and costumes for different role play scenarios.</p>	<p>To know which primary colours you mix together to make secondary colours.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling.</p> <p>To draw more detailed pictures of people and objects.</p> <p>To manipulate materials.</p> <p>To learn about the artist <b>Van Gogh</b>.</p> <p>To create observational drawings.</p>	<p>To know some similarities and differences between materials.</p> <p>To plan what they are going to make (construction, junk modelling).</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary.</p> <p>To know how to work safely and hygienically.</p> <p>To use some cooking techniques (mixing, spreading) - cakes</p>



# RECEPTION CURRICULUM 22-23










## CHARANGA MUSIC

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>To sing and perform nursery rhymes.</p> <p>To move in time to music.</p> <p>To talk about whether the like or dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p> <p>To use costumes and resources to act out narratives.</p>	<p>To perform songs in the Christmas Play.</p> <p>To join in with singing in assemblies.</p> <p>To identify changes in pitch – high / low</p> <p>To sing familiar songs.</p> <p>To begin to build up a repertoire of songs.</p> <p>To use costumes and resources to act out narratives.</p> <p>To listen to and enjoy poems.</p>	<p>To join in with singing in assemblies.</p> <p>To learn dance routines.</p> <p>To experiment with different instruments and their sounds.</p> <p>To move in time with the pulse.</p> <p>To know that we can move with the pulse to the music.</p> <p>To begin to create costumes and resources for role play.</p> <p>To join in with poetry using actions.</p>	<p>To join in with singing in assemblies.</p> <p>To create musical patterns using untuned percussion instruments</p> <p>I can keep a steady beat whilst playing an instrument.</p> <p>To act out well know stories.</p> <p>To create narratives based around stories.</p>	<p>To join in with singing in assemblies.</p> <p>I can combine moving, singing and playing instruments.</p> <p>I can copy / create rhythms using instruments and body percussion.</p> <p>To create narratives based around stories.</p> <p>To listen to poems and create their own.</p>	<p>To join in with singing in assemblies.</p> <p>To pitch match i.e. reproduce with my voice, the pitch of a tone, sung by another.</p> <p>To explore and learn how sounds can be changed – loud and quiet.</p> <p>To lead or be led by other children in my music making i.e. being a conductor.</p> <p>To know songs have sections.</p> <p>To invent their own narratives and make resources.</p> <p>To perform poems, songs, and stories.</p>
	<p><b>ME!</b></p> <ul style="list-style-type: none"> <li>Listen and respond</li> <li>Explore and create</li> <li>Singing</li> <li>Share and perform</li> </ul>	<p><b>My Stories</b></p> <ul style="list-style-type: none"> <li>Listen and respond</li> <li>Explore and create</li> <li>Singing</li> <li>Share and perform</li> </ul>	<p><b>Everyone</b></p> <ul style="list-style-type: none"> <li>Listen and respond</li> <li>Explore and create</li> <li>Singing</li> <li>Share and perform</li> </ul>	<p><b>Our World</b></p> <ul style="list-style-type: none"> <li>Listen and respond</li> <li>Explore and create</li> <li>Singing</li> <li>Share and perform</li> </ul>	<p><b>Big Bear Funk</b></p> <ul style="list-style-type: none"> <li>Listen and appraise</li> <li>Musical activities</li> <li>Perform and share</li> </ul>	<p><b>Reflect, Rewind and Replay</b></p> <p>A consolidation of the year's work, prepare for a performance and look at the history of music.</p>

# RECEPTION CURRICULUM 22-23

## EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT!

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

*It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*