

	pumpkins, acorns, pinecones.					To know and be able to use the new vocabulary taught in Topic in discussions and play Sand, Beach, Lifeboat, Shells, Sea, Cave, Pier, Fossil, Explore, Coast, Lighthouse, Rock pool, cliff, waves, tide, Home, Local, Map, Globe, Earth, Country, City.
ELG	Listening, Attention and Understanding – 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 Speaking – Participate in small group, class or one to one discussions, offering their own ideas, using recently introduced vocabulary					
Personal Social Emotional Development						
Self-regulation Managing Self Building Relationships	<p>To know the school rules and be able to talk about how they help to keep them happy and safe. Starting school books Golden rules. Introduce. behaviour pot of gold chart. Follow classroom routines including self-help with clothing. Distinguish between healthy food choices and special treats.</p> <p>To be able to talk about how to stay safe.</p> <p>To be able to see themselves as a valuable individual. Define 'what makes me special'</p> <p>To be able to build constructive and respectful relationships. Turn taking games songs and rhymes. Build relationships with Trusted adults and peers. Work in pairs to succeed in a challenge.</p> <p>To know how to be a good friend Playtimes and lunchtimes Continuous provision activities RSE Lessons</p> <p>To know what to do if they are feeling worried about something. Books - The Colour Monster. Rubys' worry.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly. Mindfulness activities Build a vocabulary around feelings.</p> <p>To be able to work and play cooperatively and take turns with others Co-operative games, Collective Worship, PSHE, RSE Perform confidently to an audience in a simple adult structured presentation (Nativity).</p> <p>To be able to give focused attention to what their peers and the teachers say. Games and songs Involving giving and receiving Instructions.</p>	<p>To be able to show resilience and perseverance in the face of challenge. Rainbow Challenges</p> <p>To be able to Identify and moderate their own feelings socially and emotionally. PSHE/RSE scheme</p> <p>To be able to display confidence to try new activities. Rainbow Challenges</p> <p>To be able to manage own basic hygiene and personal needs. Independent hand washing and toilet time.</p> <p>To know what democracy means and begin to build an awareness of majority votes through voting in class. Voting for a class story of the class.</p>	<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals. Rainbow Challenges</p> <p>To be able to display confidence to try new activities. Rainbow Challenges</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to Manage own behaviour.</p> <p>To be able to talk about what is fair and what is not fair.</p>	<p>To be able to think about the perspectives of others. To be able to manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Talking about emotions and reading peoples body language and facial expressions.</p> <p>To be able to set and work towards simple goals.</p> <p>To be confident to try new activities and be able to explore different ways of doing things.</p> <p>Articulating reasons for success or failure in a challenge. Demonstrated through reflection time.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to manage own basic hygiene and personal needs.</p> <p>To engage in more complex and extended turn taking games.</p>	<p>To be able to show sensitivity to their own and to others' feelings.</p> <p>To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge</p> <p>To be able to 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>	
Relationship and Sex Education (RSE)	Module 1 Created and Loved by God Unit 1 and Unit 2		Module 1 Created and Loved by God Unit 3 and Unit 4	Module 2 Created to Love Others Unit 1 and Unit 2	Module 2 Created to Love Others Unit 3	Module 3 Created to Live in Community Unit 1 and Unit 2
PSHE	Keeping myself safe Setting goals	Talking about mood and feelings	Operation encompass	Life and jobs	Caring for living things	Making good choices.
ELG	Self-Regulation – Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focus and attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions. Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Building Relationships – Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.					
Physical Development						
P.E	Body Management 1	Manipulation and Coordination 1	Body Management 2 Gymnastics 1	Manipulation and Coordination 2 Dance 1	Speed and Agility 1 Gymnastics 2	Speed and Agility 2 Coordination and Problem Solving 1
Gross Motor Fine Motor	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop overall body-strength, balance, co-ordination, and agility. Develop fine motor skills- holding pencil correctly, using scissors etc.</p> <p>Fine motors skills to be continually developed through.</p>					

	<ul style="list-style-type: none"> • Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes • Use of Clips, Clasps, zips, buttons and Screwing Jars • Finger Puppet • Building with small Lego and small construction. • Sort small bits and pieces using tweezers. • Nuts and Bolts • Hammers and nails • Sawing • Pasta Lacing • Peg Boards and Pin Boards • Pipettes in the Water • Jugs in water • Play-dough (dough disco) • Tearing Paper • Threading the Lace • Tweezer Tub • Funky finger activities • Air writing In phonics 						
ELG	<p>Gross Motor - Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>						
Specific Areas							
Literacy							
Comprehension Word Reading	<p>To develop book-like vocabulary and language structures through hearing patterned texts. Talk 4 Writing/Drawing Club</p> <p>To participate in, memorise and perform simple action rhymes. Role play Small World</p>	<p>To grasp and use a wider range of structures in books and use these to aid participation. Talk 4 Writing/Drawing Club</p> <p>To look for cues in illustrations. Weekly visits to the school library. Reading areas.</p> <p>To memorise and perform more complex action rhymes and nursery rhymes. Nursery Rhyme of the week.</p>	<p>To recall key elements of books they have heard and read. Talk 4 Writing/Drawing Club</p> <p>To express preferences for books. Weekly visits to the school library. Reading areas.</p> <p>To learn word play rhymes and more complex nursery rhymes. Nursery Rhyme of the week.</p>	<p>To understand cause and effect in books they have heard or read. Predict the endings of books.</p> <p>To understand the most complex nursery rhymes. Word play songs.</p>	<p>To predict the development of the plot. Empathise with characters. Make links between texts.</p> <p>To access simple information books. Weekly visits to the school library. Reading areas.</p>	<p>To name book characters and describe their qualities. Articulate the dilemmas the characters face.</p> <p>To use the structure of rhyming texts to participate in a recall sections of text.</p>	
Writing	<p>Composition: Segmenting cvc words and attempting to write them using phonic sounds that have been taught.</p> <p>May begin to write short phrases with support.</p> <p>Know there is a sound/symbol relationship.</p> <p>Write letters and strings, sometimes in clusters like words.</p> <p>Spelling: Write own name.</p> <p>Can identify known letters to match initial sounds.</p> <p>Can match some letters and sounds</p> <p>Can write VC and some CVC words and labels e.g. c-a-t.</p> <p>Handwriting: Form letters from their name correctly.</p> <p>Focus on modelling comfortable pen grip.</p> <p>Beginning to form other recognisable letters from taught phonics sounds: will be learning the correct route when writing using a handwriting phrase.</p>		<p>Composition: Writing short captions independently.</p> <p>Begin to write simple sentences with regular words, including those with digraphs.</p> <p>Spelling: Spell to write words independently using taught sounds and diagraphs</p> <p>Spell some High Frequency words e.g., the, to etc independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters (all lowercase letters).</p> <p>Is starting to use some capital letters (uppercase) when writing.</p> <p>Know how to form clear ascenders and descenders.</p> <p>Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to write when writing. Anticlockwise movements focussed; children should be able to retrace vertical lines.</p>		<p>Composition: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g., lists, simple stories, instructions).</p> <p>They can read their own sentences and so can teachers.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Spell High Frequency Words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p>Children may be using finger spaces between their words independently.</p>		
Drawing Club	<p>Books: We're All Wonders The Colour Monsters Traditional Tales: Three Billy Goats Gruff Chicken Licken Animations: Pink Panther The Magic Roundabout Poetry: All of me – Jessica McDonald</p>	<p>Books: Not Now Bernard Rosies Walk Traditional Tales: The Little Red Hen The Princess and the Pea Animations: Bagpuss and the Old Man's Beard Wacky Races</p>	<p>Books: Supertato Maxi's Super Ears Traditional Tales: The Magic Porridge Pot Rumpelstiltskin Animations: Roadrunner Popeye Poetry: Oi Frog - Kes Gray</p>	<p>Books: The Marvellous Moon Map Whatever Next! Traditional Tales: Hansel and Gretel White Hen and the Fox Animations: Batfink Willo' and the Wisp</p>			

Talk 4 Writing					Defeat the Baddie - Jack and the Beanstalk Persuasion - Goldilocks eat your greens.	A Journey Story - Tiddler. The Story Telling Fish. Non-Fiction - Sea creatures.
Phonics	Monster Phonics Term 1 Weeks 1 – 6 Phase 2 Phonics	Monster Phonics Term 1 Weeks 6 – 12 Phase 2 Phonics	Monster Phonics Term 2 Weeks 1 – 6 Phase 3 Phonics	Monster Phonics Term 2 Weeks 6 -12 Phase 3 Phonics	Monster Phonics Term 3 Weeks 1 – 6 Phase 4	Monster Phonics Term 3 Weeks 6 -12 Phase 4 Phonics

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f f f l l l s s	j v w x	y z z z qu	ch sh th th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children
TERM 3	CVCC	CCVC	CVC+ <small>with previously taught graphemes</small>	CVC+ <small>with previously taught graphemes</small>	CCVCC	CCVCC	CVC+ <small>polysyllabic</small>	CVC+ <small>compound words</small>	CCC onset words CCVCC+ <small>with previously taught graphemes</small>	CCVCC+ <small>with previously taught graphemes</small>	CVC+ HFV	CVC+ HFV
			your here saw	your here saw	time out house about	time out house about	made make came	I'm very old	called asked looked	their our	Mr, Mrs don't	people could

ELG	<p>Comprehension – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading – Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing - Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
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Mathematics

Number	To subitise to 3.	To subitise to 5.	To subitise to 5 using structured and random arrangements.	To explore symmetrical patterns with numbers (doubles).	To subitise to 10, including those showing one more and doubles or patterns.	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.
Numerical Patterns (Following the Mastering Number Programme - NCETM)	To identify subgroups in larger arrangements. To create number patterns with numbers to 4. To represent quantities with numbers they can subitise. To know that the last number counted is the amount. To develop 1:1 correspondence when counting. To know that all numbers are made from 1s. To create sets with numbers and understand that sets can be compared. To begin to use the language of comparison - 'more than' and 'fewer than' To be able to show awareness of the pattern of the school day using now, next, after playtime, after lunch, before home time. School routines, break time, milk and snack time, lunchtime, storytime, home time. To know the days of the week. Morning routine, break time, milk and snack time, lunchtime, storytime, home time.	To explore the cardinality of 5. To count orally beyond 5. To recognise numerals to 5 and match them to an amount. To understand what the 'whole' of a number means. To understand what the 'part' of a number means. To compared sets of numbers by subitising, counting and matching. To be able to show awareness of the pattern of the school day using now, next, after playtime, after lunch, before home time. School routines, break time, milk and snack time, lunchtime, storytime, home time. To know the days of the week. Morning routine, days of the week song and chart completed each morning.	To explore patterns with numbers greater than 5. To find one more of a group. To begin to count orally to 20. To represent quantities with numbers between 5 and 10. To order numbers to 10. To orally recall parts of a number to 5 (number bonds) To explore the composition of number 6, linking with patterns. To begin to understand that numbers to 5 and made from '5 and abit' To identify when sets are showing equal amounts. To represent with resources equal and unequal sets. To be able to show awareness of the pattern of the school day using now, next, after playtime, after lunch, before home time. School routines, break time, milk and	To count to 20 orally and become familiar with the pattern of numbers. To explore odd and even numbers by looking at the 'shape'. To begin to link even numbers to doubles. To explore the composition of numbers to 10. To understand the 'howmanyness' of numbers to 10. To understand the position of numbers to 10 in the number system, To be able to show awareness of the pattern of the school day using now, next, after playtime, after lunch, before home time. School routines, break time, milk and snack time, lunchtime, storytime, home time. To know the days of the week. Morning routine, days of the week song and chart completed each morning. To know and to recognise coins. Role play. Maths area	To subitise structured and unstructured patterns with amounts. To subitise with numbers to 10. To begin to say when it is appropriate to sounds and when groups can be subitised to say the amount. To count orally to 20, starting with different numbers. To order sets of numbers, link to their order in the number system. To be able to show awareness of the pattern of the school day using now, next, after playtime, after lunch, before home time. School routines, break time, milk and snack time, lunchtime, storytime, home time. To know the days of the week. Morning routine, days of the week song and chart completed each morning. To know 2D and 3D shapes and their properties. To be able to recognise and create patterns.	To be able to show awareness of the pattern of the school day using now, next, after playtime, after lunch, before home time. School routines, break time, milk and snack time, lunchtime, storytime, home time. To know the days of the week. Morning routine, days of the week song and chart completed each morning. To know coins have different values. Role play. Maths area To be able to recognise coins and match amount to value, 1p, 2p, 5p. Role play. Maths area To measure mass and capacity using simple non-standard measures. Water area To be able to recognise different coins and make amounts using them.

	<p>routine, days of the week song and chart completed each morning.</p>		<p>snack time, lunchtime, storytime, home time.</p> <p>To know the days of the week. Morning routine, days of the week song and chart completed each morning.</p> <p>To know 2D shapes and be able to talk about their properties. Construction using small parts and junk modelling in continuous provision.</p> <p>To be able to select and rotate shapes building an awareness that shapes can have shapes within them.</p> <p>To be able to talk about and identify patterns and create their own patterns. Continuous Provision. Rainbow Challenge. Construction area. Making station and junk modelling.</p>	<p>To know coins have different values and be able to say what some coins values are. Role play. Maths area</p> <p>To know the minute and hour hands on a clock.</p> <p>To begin to be able to tell o'clock.</p> <p>To be able to talk about patterns in events using first, then, after, before. Morning routines – monthly calendar.</p>	<p>To continue and create more complex linear patterns.</p> <p>To continue and create circular and symmetrical designs with 2D and 3D shapes.</p> <p>To be able to tell to tell the time o'clock.</p>	
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ELG

Number - Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

<p>Past and Present</p> <p>People Culture and Communities</p> <p>The Natural World</p>	<p>To describe changes to trees and woodland plants in autumn. Observations in outdoor area.</p> <p>To describe changes of state with cement and clay. Designing and making their own clay hedgehogs.</p> <p>To name plants and parts of plants in allotment harvest.</p> <p>To describe and represent their home in 2D and 3D, naming rooms and parts of the building.</p> <p>To be able to take about members of their immediate family and community.</p> <p>To be able to talk about themselves in the past when they were youngers and make sense of their family.</p> <p>To know, name and describe people who are familiar to them.</p> <p>To know that children were babies in the past.</p> <p>To know that adults were children in the past.</p> <p>To know that adults can remember things from the past.</p> <p>To use recycling household waste and be able to say what</p>	<p>To describe family Christmas traditions</p> <p>To name other countries and cultures traditions and describe what they are.</p> <p>To describe the story of Bonfire Night</p> <p>To recognise that people have different beliefs and celebrate special times in different ways. Christmas Hanukkah</p> <p>To recognise some similarities and differences between life in this country and life in other counties</p> <p>To know and names some important places of worship.</p> <p>To know some historical facts and stories from different religions.</p> <p>To know about different celebrations that occur.</p> <p>To know some influential figures from the past.</p>	<p>To describe the roles of significant adults in the community.</p> <p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about the lives of people around them and their roles in society. Both past and present.</p> <p>To describe changes to trees and woodland plants in winter. Outdoor observations.</p> <p>To describe and re-enact traditions from Chinese New Year celebrations.</p> <p>To talk about healthy foods and make healthy choices. Making healthy foods, salads, smoothies, fruit kebabs.</p> <p>To be able to recognise some similarities and differences between life in this country and life in other countries. Focus on hot and cold climates.</p> <p>To be able to compare the natural world in different places around the world.</p> <p>To begin to understand the negative impact that humans can have on the environment. Recycling. Looking at environment.</p>	<p>To describe and explain changes of state with water.</p> <p>To explore collections of materials with similar and/or different properties.</p> <p>To use all their senses in hands-on exploration of natural materials.</p> <p>To explore the natural world around them.</p> <p>To explore the solar system.</p> <p>To name and sequence the planets in the solar system.</p> <p>To talk about the properties of the planets in the solar system.</p> <p>To describe what they see, hear and feel whilst outside.</p> <p>To talk about what scientists do and name some famous scientists and their discoveries.</p> <p>To recognise some environments that are different to the one in which they live.</p>	<p>To describe and recall the transition from caterpillars into butterflies. Real caterpillars in the classroom for children to observe change.</p> <p>To know about some life cycles with a focus on humans, butterflies and tadpoles. Real caterpillars in the classroom for children to observe change.</p> <p>To identify similarities and differences between the animals and plants in different environments.</p> <p>To describe changes to trees and woodland plants in spring. Observations in outdoor area</p> <p>To know and demonstrate how to grow seeds and care for seedlings. Planting and growing beanstalks.</p> <p>To be able to explain some aspects of growth through observation of seeds and growing in class. Observations of beanstalks and measuring their growth.</p> <p>To identify similarities and differences between babies and four year olds.</p> <p>To describe how people change in the first four years of life.</p> <p>To identify similarities and differences between four year olds and adults.</p>	<p>To describe changes to trees and woodland plants in summer. Observations in outdoor area</p> <p>To know and demonstrate how to nurture edible plants.</p> <p>To describe differences and similarities between beaches around the world, using photographs.</p> <p>To describe natural and manmade beach detritus and know the dangers to wildlife from man-made rubbish.</p> <p>To name physical features of a beach environment using secondary sources.</p> <p>To name locality features on the route to Ashfield Court.</p> <p>To draw and label geographical features on the route.</p> <p>To interpret Google Earth street view of the route between school and Granville Lodge.</p> <p>To name features and navigate right and left turns on line.</p> <p>To name some other special buildings in our community and explain their function through role play and small world re-enactment.</p> <p>To recognise some environments that are</p>
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	<p>the object used to be and what it is now. Making station Junk modelling.</p> <p>To be able to explore the natural world around them, making observations and drawing pictures and observing important changes and seasons – Autumn</p> <p>To be able to describe what they see, hear and feel whilst outside.</p>		<p>Making station. Junk modelling.</p>		<p>To describe how people grow up and change.</p> <p>To compare and contrast characters from stories including figures from the past</p> <p>To say how fossils are formed and where they come from.</p> <p>To be able to explain that an architect's job is to search for fossils.</p> <p>To identify artefacts and know they are objects from the past.</p>	<p>different to the one in which they live.</p> <p>To compare physical features using aerial views.</p> <p>To name and describe a range of sea creatures.</p> <p>To talk about life under the sea.</p> <p>To begin to understand the negative impact that humans can have on the environment.</p>
ELG	<p>Past and Present – Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People Culture and Communities – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
Expressive Arts and Design						
<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>To stack, align and balance with bricks and blocks on a range of scales. Construction area</p> <p>To draw familiar people from memory, with attention to detail.</p> <p>To explore different materials freely. Construction area Making station Big scale building outdoors.</p> <p>To make considered choices to create mixed media or relief design in clay. Making their own clay hedgehogs.</p> <p>To be able to develop storylines in their pretend play.</p>	<p>To create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>To explore, use and refine a variety of artistic objects to express their ideas and feelings</p> <p>To create, collaboratively sharing ideas, resources and skills Invention shed. Tools and building equipment.</p> <p>To create colours which correctly represent objects and things from their experiences.</p> <p>To enact domestic routines and brief family narratives using props. Role play area Story telling sacks.</p> <p>To learn about and create arts and crafts from different cultures</p> <p>Rangoli patterns, Christmas cards, Hanukkah cards.</p> <p>To know that colours mixed make different colours. Self-choice paint station in making station area.</p> <p>To be able to invent narratives in role play and when playing on the play ground.</p>	<p>To create new colours by mixing green, brown, orange and yellow pastels and paints; predict and narrate the effects. Self-choice paint station in making station area.</p> <p>To develop their own ideas and then decide which materials to use to express them. Making station.</p> <p>To join different materials and explore different textures.</p> <p>To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them. Construction area both indoors and outdoors. Making station.</p> <p>To know that different materials can be used to create art.</p> <p>To be able to use simple tools and techniques competently and appropriately when creating arts from around the world.</p> <p>To be able to use simple wood work tools. Invention Shed</p>	<p>To twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Small world</p> <p>To retell episodes from a known story in role or small world play.</p> <p>To speak and act in role, demonstrating recall of the jobs of key members of the community.</p> <p>To be able to create collaboratively sharing ideas, resources and skills.</p> <p>To know different uses and purposes for a range of media materials.</p> <p>To be able to use paints and pastels and other resources to create observational drawings.</p> <p>To be able to use simple wood work tools. Invention Shed</p>	<p>To draw single or a sequence of images from the imagination to illustrate a story.</p> <p>To retell episodes from a known story with dialogue using small world figures or puppets. Small world Role play area Story sacks.</p> <p>To create new colours by layering and overlapping blue, green, and white translucent materials.</p> <p>To be able to safely use and explore a variety of materials, tools and techniques. Invention shed Use of wood work tools.</p> <p>To be able to experiment with colour, design, texture, form and function.</p> <p>To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To be able to construct with a purpose. Invention shed Wood work tools Small world Construction area both indoors and outdoors.</p> <p>To be able to use simple wood work tools. Invention Shed</p>	<p>To create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment.</p> <p>To make detailed and accurate observational drawings of natural found objects and living things, including matching colours</p> <p>To shape and mould wet sand and clay with hand tools to create particular effects. Beach themed tuff trays. Making their own mini beaches with focus of physical features of a beach.</p> <p>To generate simple oral and enacted narratives with role play props or small world.</p> <p>To use dance gestures and movements to tell a story.</p> <p>To draw familiar landmarks from memory</p> <p>To locate and reproduce geometric patterns in the urban environment.</p> <p>To generate short narratives about the environment using small world props.</p> <p>To make props and to tell adventure stories.</p> <p>To perform a narrative with their class in the class Liturgy.</p> <p>To be able to use simple wood work tools. Invention Shed</p>
Music	<p>Nursery Rhymes Charanga – Me!</p> <p>To be able to sing in a group or on their own following the melody.</p> <p>To know a range of songs related to</p>	<p>Nativity</p> <p>To listen attentively, move to and talk about music.</p> <p>To recall and join in with the Nativity performance.</p>	<p>Body Percussion</p> <p>To mark the pulse of pieces of music using body percussion.</p> <p>To be able to tap out simple repeated rhythms and make some up using their body.</p> <p>To be able to imitate and create movements and sounds in response to music.</p>	<p>Charanga – Big Bear Funk!</p> <p>To use body percussion and instrumental sound effects to tell a story.</p> <p>To learn and recall simple sea shanties.</p> <p>To be able to watch and talk about dance and performance art, expressing their feelings and responses.</p>		

	<p>themselves and families.</p> <p>To act out a familiar story or nursery rhyme. Morning routines – nursery rhyme of the day.</p> <p>To perform a small repertoire of short repetitive songs.</p> <p>To know further action songs and story ring games by heart.</p> <p>To be able to join in with simple songs, remembering some of the words.</p> <p>To be able to move to a music stimuli in a variety of ways; jumping, clapping, skipping and hopping.</p>	<p>To sing in a group.</p> <p>To mark the pulse of pieces of music using body percussion.</p> <p>To copy, memorise and perform a repertoire of simple hand-action songs.</p> <p>To be able to perform songs on stage to other people.</p> <p>Memorise short choreographed dance sequences to accompany songs in pairs or groups.</p> <p>To be able to move to musical stimuli and keep in time to the music.</p>	<p>To know and repertoire of songs – nursery, topical, seasonal, interdenominational and multi-cultural.</p> <p>To know different songs and dances from around the world.</p> <p>To pitch match during sections then whole melodies of four line songs.</p> <p>To dance with large arm movements using props – ribbon and fabric</p>	<p>To begin to be able to move rhythmically</p> <p>To be able to recognise repeated sounds and motion in music.</p> <p>To mark the pulse of pieces of music using musical instruments.</p> <p>To mark the beat and imitate rhythms with tapping and striking instruments.</p> <p>To be able to tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound.</p> <p>Memorise short choreographed dance sequences to accompany songs in pairs or groups.</p>
ICT	<p>To be able to Use a simple programme on the iPad or interactive whiteboard and predict the behaviour of a simple pattern.</p> <p>To understand the importance of staying safe online.</p>	<p>To be able to execute a sequence of instructions on a programming toy or app to guide a robot.</p> <p>To know some ways to stay safe online.</p> <p>To be able to Use a digital camera or IPad to record images and videos.</p> <p>To understand the importance of staying safe online.</p>	<p>To know information can be retrieved from a computer.</p> <p>To know and understand different uses of technology and know-how computers help us outside school.</p> <p>To understand the importance of staying safe online.</p>	
ELG	<p>Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>			

Characteristics of Effective Teaching and Learning

<p>Playing and exploring</p> <p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.</p> <p>Make independent choices.</p> <p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</p> <p>Respond to new experiences that you bring to their attention.</p>	<p>Active Learning</p> <p>Participate in routines.</p> <p>Begin to predict sequences because they know routines.</p> <p>Show goal-directed behaviour.</p> <p>Begin to correct their mistakes themselves.</p> <p>Keep on trying when things are difficult.</p>	<p>Creating and Thinking Critically</p> <p>Take part in simple pretend play.</p> <p>Review their progress as they try to achieve a goal and check how well they are doing.</p> <p>Solve real problems.</p> <p>Use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>Know more, so feel confident about coming up with their own ideas.</p> <p>Make more links between those ideas.</p> <p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>
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Religious Education (RE)

<p>Domestic Church- Myself God knows and loves each one: -to talk about their own feelings, experiences of being known and called by name. -to recognise some phrases from the Psalms which tell about God's love for them. - to understand God knows and loves each person Other faiths –Judaism Special days: -to understand holidays are special times. -to learn about Hanukkah; the story of oil lamp in the Temple. -God cares for his people.</p> <p>Baptism/Confirmation- Welcome Baptism: a welcome for a new baby -to begin to talk about their own experiences and feelings of being welcomed. - to say what they wonder about how they can make others feel welcome. -to begin to recognise some religious signs and symbols used in baptism. -to use some religious words and phrases from the Rite of Baptism.</p> <p>Advent/Christmas- Birthdays Looking forward to Jesus' birthday: -to begin to talk about their own feelings as they wait for a birthday. - to talk about their own experience of celebrating a birthday. - to wonder at the joy of birthdays. - to begin to recognise the Christmas story. - to recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas. - to use and develop a vocabulary of religious words and phrases.</p>	<p>Local Church- Community People celebrate with the parish family: -to begin to talk about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. -to begin to wonder about why people celebrate. -to begin to wonder about how they feel when they celebrate. -to begin to recognise the story of Mary and Joseph taking Jesus to the Temple. -to begin to recognise some of the elements and words used in church celebrations. -to begin to recognise that the church/parish family celebrate in particular ways.</p> <p>Eucharist – Gathering The parish family gathers to celebrate Eucharist: -to begin to talk about the times they have gathered together with others. - to begin to talk about how they felt. -to begin to say what they wonder about the enjoyment of being together. begin to recognise the story of Jesus with the children as a religious story. -to begin to recognise the phrases "The Lord be with you." "And with your spirit." -to begin to recognise the Lectern and know how it is used. -to begin to recognise how people gather together to share the stories of God's love at Mass. -to begin to talk about their experience of visiting church and listening to God's word.</p> <p>Lent/Easter- Growing - Looking forward to Easter-to begin to talk about their own experience of 'growing'. - to talk about how they feel about 'growing'. - to say what they wonder about growing, themselves and in nature. -to begin to recognise the stories of Good Friday and Easter Sunday as religious stories. -to begin to recognise the Cross, the words of the Sign of the Cross and the Easter garden. -to begin to recognise that Christians try to 'grow more like Jesus' particularly during Lent.</p>	<p>Pentecost- Good News Passing on the Good news of Jesus: - to begin to talk about how they feel when they have good news to share. -to begin to say what they wonder about the joy good news brings. - to begin to recognise the Pentecost story as a religious story. -to begin to use and recognise some religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit. -to begin to recognise that Christians are happy at Pentecost and go to church to celebrate the Good News. -to begin to talk about how they feel when they hear the Good News. -to begin to say what they wonder about Pentecost Day and the Holy Spirit.</p> <p>Reconciliation/Anointing of the sick- Friends Friends of Jesus: -to begin to talk about their experiences and feelings about what a friend is. -to begin to talk about making friends and when friendships go wrong. - to begin to wonder about what makes people friends. -to begin to recognise that Christians show love for one another because Jesus asked them to do so. - to begin to recognise Jesus' rule for friends and his words 'love one another'.</p> <p>Other Faiths- Islam Prayer mats: -to think are special objects and wonder about them - to learn about special objects for Muslims. to learn about prayer mats and the Qur'an</p> <p>Universal Church- World What we love and wonder about our world: -to talk about their own experience of the world and what they love about the world -to be able to wonder about what makes people friends. -to say what filled them with wonder about the world. -to recognise some words and phrases from the Psalms. -to recognise that people want to take care of the world and share with others because they</p>
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