



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Classroom theme Topics in place, as well as following children's interests	Cycle A	Let's Explore	Marvellous Machines	Once Upon a Time	Animal Safari	Ready, Steady, Grow	Big Wide World	
		Build It Up	Sparkle and Shine	Puppets and Pop Ups	Signs of Spring	Creep, Crawl and Wriggle	Move It! Moving on	
	Cycle B	Me and My Community	Starry Night	Long Ago	Dangerous Dinosaurs	Sunshine and Sunflowers	On the Beach	
		Exploring Autumn	Winter Wonderland	Stories & Rhymes	Puddle and Rainbows	Shadows and Reflections	Splash! Moving On	
		Starting school Autumn	Guy Fawkes Diwali Christmas	Winter Chinese NY Shrove Tuesday	Easter Spring	Summer	Transitions	
Literacy	Core Texts Cycle A	<ul style="list-style-type: none"> •We're Going on a Bear Hunt •Mr Gumpy's Outing •The Three Little Pigs 	<ul style="list-style-type: none"> •Harry and the Robots •Mrs Armitage on Wheels •Goldilocks and the Three Bears 	<ul style="list-style-type: none"> •Cinderella •The Gruffalo •Little Red Riding Hood 	<ul style="list-style-type: none"> •Hooray for Hoppy •Handa's Surprise •Chicken Licken 	<ul style="list-style-type: none"> •The Very Hungry Caterpillar •Butterfly Life Cycle •The Little Red Hen 	<ul style="list-style-type: none"> •If Sharks Disappeared •You Choose •The Way to School 	
	Core Texts Cycle B	<ul style="list-style-type: none"> •The Kissing Hand •Pumpkin Soup •The Gingerbread Man 	<ul style="list-style-type: none"> •Whatever Next •Owl Babies •The Gruffalo's Child 	<ul style="list-style-type: none"> •Each Peach Pear Plum •The Elves and the Shoemaker •Hansel and Gretel 	<ul style="list-style-type: none"> •Harry and the Bucketful of Dinosaurs •Dinosaur Encyclopedia •The Colour Monster 	<ul style="list-style-type: none"> •Anywhere Farm •What the Ladybird Heard •Little Beaver and the Echo 	<ul style="list-style-type: none"> •The Snail and the Whale •A Pig in a Pond •The Rainbow Fish 	
	Preschool Skills & Knowledge	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p> <p>To know that text has a meaning.</p> <p>To learn a range of</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p> <p>To know that each letter makes a sound</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name.</p> <p>Adults will consistently model correct formation.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p> <p>To be able to talk about their marks with confidence.</p>	<p>To begin to identify some sounds during oral blending games.</p> <p>To begin to make predictions about a story.</p> <p>To know that orally blending sounds makes words.</p> <p>To join in with</p>	<p>To be able to identify initial sounds and orally blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary.</p> <p>To mark make for a purpose and be able to talk about the</p>	

		Nursery Rhymes. To be able to tune into sounds and rhythms.	– focussing on sounds in their names. To learn that stories have a sequence; beginning, middle and end. To know that text is read from left to right and top to bottom in English.	To talk about and retell a range of familiar stories. To join in with repetition within stories and rhymes. To begin to recognise and identify rhyming words.	To be able to talk about different parts of the story. To be able identify words that begin with the same sound as each other.	repetition within stories. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages.	marks. To begin to orally segment sounds in CVC words. To engage in extended conversations about stories.	<ul style="list-style-type: none"> •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 .
	Rocket Phonics Reception Scheme of Learning	Recognise, say and identify s, a, t, i, p, n, m, d, g, o, c, k Can orally blend words Can orally segment words with support Begin to form letters correctly with support	Recognise, say and identify ck, e, u, r, h, b, f, ff, l, ll, ss Can blend simple words using known letter-sounds Can segment simple words with support Form most taught letters correctly	Recognise, say and identify j, v, w, x, y, z, zz, qu Can blend simple words using known letter-sounds Can segment simple words with support Form most taught letters correctly	Recognise, say and identify ch, sh, th, ng, ai, ee, igh, oa, oo, oo Can read words with different structures, e.g. CCVC, CVCC, CCVCC Can segment and write simple words Form most taught letters correctly	Recognise, say and identify ar, or, ur, ow, oi, ear, air, ure, er Can read words with adjacent consonants Can segment and write simple words Form letters correctly	Recognise, say and identify wh, ph, ay, a–e, a, e–e, ie, ea Can read sentences using sounds and words taught Write simple sentences Form letters correctly; sits letters on writing line	<ul style="list-style-type: none"> •Say a sound for each letter in the alphabet and at least 10 digraphs. •Read words consistent with their phonic knowledge by sound-blending. •Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Reception Skills & Knowledge	To listen to and identify sounds in the environments. To listen to and hear initial sounds in familiar words. Listen to familiar stories and able to recall some facts. Know that words can be written.	Listen to and hear sounds in CVC words. To identify sounds on a sound mat and to use this when writing. Listen to familiar stories and able to recall facts. Know how to sequence familiar stories.	To think of and write a word or simple phrase. Listen to stories and is beginning to anticipate what may happen next. To be able to recognise taught HFW in text. Know how to spell some familiar words.	To think of and write a short, simple sentence. To identify sounds, including phonemes and other digraphs on a sound mat. Listens to stories and is beginning to anticipate what may happen next. To know that a	To think of and write a short, simple sentence. To begin to check written work and making any changes where necessary. To know that a sentence starts with a capital letter and ends with a full stop. Uses learnt words	To think of and write a longer sentence, or sentences. Checking written work and making any changes where necessary. Recognising taught HFW in text. Knowing that sentences can be extended by using a	<ul style="list-style-type: none"> •<u>Word Reading.</u> •Write recognisable letters, most of which are correctly formed. •Spell words by identifying sounds in them and representing the

		To know how to sequence familiar stories.			sentence starts with a capital letter and ends with a full stop. Knows how to spell some familiar words.	and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.	connective. Uses learnt words and phrases to discuss familiar stories or during role play.	sounds with a letter or letters. •Write simple phrases and sentences that can be read by others.
Maths	Preschool Skills & Knowledge	To talk about what happened today, yesterday and tomorrow. To say number names to 5 in order. To show an understanding of 1:1 counting to 5. Sing a range of number songs. To know that time can be measured using days. To know that the last number said represents the total number of objects	To count out a group of up to 5 objects. To match number of objects to numeral. Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners. Sing a range of number songs. To show an awareness and name some 2D shapes in the environment. To explore space and measure through capacity, weight and length using a range of resources.	To count out a group of up to 10 objects. To count up to 10. To talk about and explore patterns in the environment To create and repeat simple patterns. To subitise to 3. To be able to say number names forwards and backwards to 10. To know that each object should only be counted once. Sing a range of number songs.	To identify, describe and compare groups of objects. To compare and order objects according to their weight and distance. To develop fast recognition of numbers. To show an awareness of positional language such as under/behind/ next to/over/ on top of. To independently create and talk about own patterns using a range of objects and resources. To subitise to 3. To use the language of more and less to compare amounts.	Practical problem solving with numbers up to 5. To select and use shapes appropriately in play, combining them to make models and enclosures. To begin to make sensible comparisons between objects relating to size, length, weight and capacity. To begin to describe a sequence of events accurately and in the correct order. To recall simple facts about a familiar journey. To know that subtraction means taking an amount away from a group.	To count, order and recognise numbers to 10, in and out of sequence. To name and describe 2D shapes. To name some common 3D shapes and properties. To compare and order objects according to their size and distance. To begin to describe a sequence of events accurately. To subitise to 5. To be able to say number names forwards and backwards to 15.	Number •Have a deep understanding of

	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">White Rose Maths Reception Scheme of Learning</p>	<p>Getting to know you Key times of day, routines, where do things belong, positional language</p> <p>Just Like Me Match & sort Compare amounts Compare size, mass & capacity Explore pattern</p>	<p>It's Me 1 2 3! Representing, comparing & composition of 1,2 & 3 Circles & triangles Positional language</p> <p>Light and Dark Representing numbers to 5 One more & less Shapes with 4 sides Time</p>	<p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass & capacity</p> <p>Growing 6 7 8 6, 7 & 8 Making pairs Combining 2 groups Length & height Time</p>	<p>Building 9 & 10 9 & 10 Comparing numbers to 10 Bonds to 10 3d shape Pattern</p>	<p>To 20 & Beyond Building numbers beyond 10 Representing numbers beyond 10 Spatial reasoning Match, rotate, manipulate</p> <p>First, Then, Now Adding more Taking away Spatial reasoning Compose & decompose</p>	<p>Find My Pattern Doubling Sharing & grouping Even & odd Spatial reasoning Visualise & build</p> <p>On the Move Deepening understanding Patterns & relationships Spatial reasoning Mapping</p>	<p>number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>•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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception Skills & Knowledge White Rose Maths</p>	<p>To count up to 10 objects with 1:1 correspondence.</p> <p>To match quantities to numeral.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To say the number names to 10 in order.</p> <p>To recognise number to 10.</p> <p>To know that patterns are repeated designs.</p> <p>To say the days of the week in order.</p>	<p>To find the total of 2 groups of objects.</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 10 independently.</p> <p>To know that addition involves combining two or more groups of objects.</p> <p>To know the names of 2D shapes.</p> <p>To begin to say the months of the year in order.</p>	<p>To use non-standard units to measure length, weight and capacity.</p> <p>To use money during role play activities to buy items.</p> <p>To begin to explore number bonds to 5.</p> <p>To be able to count to 20 independently.</p> <p>To know that length, capacity and weight can all be measured.</p> <p>To be able to measure periods of time in simple ways.</p> <p>To begin to read addition number sentences.</p>	<p>To write numbers to 10, forming them correctly.</p> <p>To know the names of basic 3D shapes.</p> <p>To use objects to solve addition and subtraction problems.</p> <p>To explore number bonds to 10.</p> <p>To know that addition involves combining two or more groups of objects.</p> <p>To know that subtraction involves removing an object from a group.</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>To count forwards and backwards to 20.</p>	<p>To make observations of and compare length, weight and capacity.</p> <p>To share objects between a group of people equally.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To read number addition sentences.</p> <p>To know the difference between</p>	<p>Numerical Patterns.</p> <p>•Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>•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>

							odd and even.	
Communication & Language	Preschool Skills & Knowledge	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different story characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>Develop communication that can be understood by others.</p> <p>To know that stories have different character which could be real and pretend.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>To talk about celebrations at home.</p> <p>To listen to, and follow simple instructions.</p> <p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p> <p>To listen to what other people are saying in group situations.</p> <p>To begin to be able to wait until it is their turn to speak.</p>	<p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p> <p>To remember new words when talking to others.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives.</p> <p>To be able to use vocabulary learnt to have a conversation with others.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p> <p>To use the words they know appropriately to organise themselves and their play.</p>	<p><u>Listening, Attention and Understanding.</u></p> <ul style="list-style-type: none"> •Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. •Make comments about what they have heard and ask questions to clarify their understanding. •Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking.</u></p> <ul style="list-style-type: none"> •Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. •Offer explanations for why things might happen, making use of recently introduced vocabulary from
	Reception Skills & Knowledge	<p>To talk about themselves and others.</p> <p>To engage in storytimes by listening and showing interest in the story.</p> <p>To speak about a range of texts.</p> <p>To know familiar</p>	<p>To make comments about their observations. (Au2)</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p>	<p>To describe features of traditional stories.</p> <p>To know different traditional stories.</p> <p>Express their ideas and feelings about their experiences.</p> <p>To retell stories using props and using language from the</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To being to ask questions about familiar aspects of their environment and their learning.</p> <p>To know different features of texts.</p>	<p>To listen to and talk about non-fiction books, developing knowledge and vocabulary.</p> <p>To retell a story using both repetition and their own words.</p> <p>Use talk to solve problems and clarify thinking.</p>	<p>To engage in meaningful conversations with others.</p> <p>To be able to articulate why it is important to listen to others.</p> <p>Use well-formed sentences to articulate ideas, using</p>	

		<p>songs.</p> <p>To learn and remember new vocabulary.</p> <p>To describe different story and non-fiction texts.</p> <p>To answer questions using full sentences.</p>	<p>To begin to use connectives when retelling a story or describing an event.</p> <p>To become confident in using social phrases during the school day.</p>	<p>text.</p> <p>To speak in longer sentences when retelling an event or expressing an idea.</p> <p>To be able to listen to another person in different situations.</p>	<p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>	<p>To engage in conversations either one to one or in a group, by listening and responding appropriately.</p> <p>To ask questions to find out more about a subject.</p>	<p>a wide vocabulary.</p> <p>To know a wide range of rhymes poems and songs.</p> <p>Understand and use a range of connectives to develop ideas and retell stories.</p>	<p>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>
Physical Development	Preschool Skills & Knowledge	<p>To be able to put on shoes and wellies independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p> <p>To begin to show awareness of moving equipment safely with peers.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p> <p>To know how to move on different beats and rhythms</p>	<p>To independently put on their coats and waterproofs, with some support for the zipper and buttons.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p> <p>To use mark making resources with increasing independence.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p> <p>To know how to use the bikes/scooters to move in different</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, etc.</p> <p>To mark make in sensory trays and also copy different patterns.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p> <p>To know what the different tools are</p>	<p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music</p>	<p>To hold the pencil confidently, forming familiar letters and numbers.</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p> <p>To be aware of</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</p> <p>To independently write their name.</p> <p>To confidently use scissors and other tools safely.</p> <p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p> <p>To be able to fill</p>	

		e.g. slowly for slow music and fast on quicker beats.	ways and safely.	and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.	and rhythm.	obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.	containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.	<p>Gross Motor Skills.</p> <ul style="list-style-type: none"> •Negotiate space and obstacles safely, with consideration for themselves and others. •Demonstrate strength, balance and coordination when playing. •Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Reception Skills & Knowledge	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p> <p>To know which hand to write with.</p> <p>To know how to use the timber trail safely.</p> <p>To learn skills to manage the school day, such as lining up and mealtime expectations.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p> <p>To know how to use scissors effectively.</p> <p>To hold a pencil using an independent tripod grip to write and draw.</p> <p>To attempt to catch, throw and kick a ball independently.</p> <p>To develop core muscle strength through a range of activities.</p>	<p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p> <p>To know how to use scissors safely and effectively.</p> <p>To use tools safely and effectively in a variety of situations.</p> <p>To begin to add detail to pictures and to be able to control letter size when writing.</p> <p>To be able to sit for longer periods, using core muscles.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To know why it is important to handle different apparatus safely.</p> <p>To begin to draw more detailed pictures.</p> <p>To gain confidence in ball skills.</p> <p>To show increased core strength and coordination in movement.</p>	<p>Enjoy using a range of movements confidently.</p> <p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To know how to form letters correctly.</p> <p>Draw more detailed pictures using tools effectively.</p> <p>To begin to catch, throw and kick a ball more accurately.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To know how to handle a range of equipment and tools effectively.</p> <p>To take the time and care needed to draw detailed pictures.</p> <p>Write and form letters quickly and accurately.</p> <p>Independently use skills needed to manage the school day.</p>	<p>Fine Motor Skills.</p> <ul style="list-style-type: none"> •Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. •Use a range of small tools, including scissors, paint brushes and cutlery. •Begin to show accuracy and care when drawing.
Personal, Social & Emotional Development	Preschool Skills & Knowledge	<p>To separate from main carer and learn to adapt to the environment.</p> <p>To select and use</p>	<p>To learn about daily routines and classroom rules.</p> <p>To be aware of behavioural</p>	<p>To learn how to share resources and play in a group.</p> <p>To learn to look after resources within the</p>	<p>To show independence in accessing and exploring the environment.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To become more</p>	<p>To gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards</p>	<p>Self-Regulation.</p> <ul style="list-style-type: none"> •Show an understanding of their own feelings and those of others,

	<p>activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet.</p> <p>To know that they can approach adults for support when needed.</p> <p>To show an awareness of the importance of oral health.</p> <p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p>	<p>expectations.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p> <p>To take care of toileting needs independently.</p>	<p>class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p> <p>To know how to manage their emotions in different situations.</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>To know that when playing in a group they need to share and also know that they will get a turn.</p>	<p>To independently put on coats and use the toilet.</p> <p>To know that there are boundaries set.</p> <p>To know that we must respect our resources and not touch them back when we have finished with them.</p> <p>To be aware of the different areas in the setting and how to explore them safely.</p> <p>To approach an adult if they need support.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	<p>outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To show an awareness of how others may be feeling.</p> <p>To know that to play in a group it's important to share and take turns.</p> <p>To know to use phrases such as "stop it, I don't like it" to convey discomfort.</p> <p>To show awareness of healthy food choices and impact on our body.</p>	<p>others where necessary.</p> <p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To begin to find solutions to conflicts.</p> <p>To learn to look after resources within the class.</p> <p>To show independence in self care skills such as toileting and dressing.</p>	<p>and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> •Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. •Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self.</u></p> <ul style="list-style-type: none"> •Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. •Explain the reasons for rules, know right from wrong and try to behave accordingly. •Manage their own basic hygiene and personal needs, including dressing,
Reception Skills & Knowledge	<p>Know which adults look after them and who to tell if they feel worried or scared.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To learn how to change in and out of PE kit independently.</p> <p>To develop friendships with peers.</p> <p>To interact with other</p>	<p>To understand how to make the right choices and the consequences of not making the right ones.</p> <p>To be able to talk about why a character has made a poor choice and what the consequences are.</p>	<p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p> <p>To talk about the effect behaviour has on others.</p> <p>To know how good practice with regard</p>	<p>To manage self care independently.</p> <p>To manage behaviour and emotions in a range of situations, telling an adult how they feel if needed.</p> <p>To persevere if they are finding a task difficult.</p> <p>To recognise that</p>	<p>To know and talk about the different factors that support health and wellbeing - regular physical activity / healthy eating / toothbrushing / 'screen time' / sleep routine / road safety.</p> <p>To talk about their individual thoughts, worries and needs.</p>	

		<p>independently.</p> <p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p> <p>To remember how to manage self care.</p>	<p>children appropriately and recognise if an interaction is making them feel uncomfortable.</p> <p>To be able to talk about the feelings of characters in stories.</p>	<p>To be able to talk about how the character could have made a better choice.</p> <p>To begin to work towards a planned goal.</p>	<p>to exercise, eating sleeping and hygiene can contribute to good health.</p>	<p>different people may feel different emotions about a task or event.</p>	<p>To recognise that persevering with a task can produce a better result.</p>	<p>going to the toilet and understanding the importance of healthy food choices</p> <p><u>Building Relationships.</u></p> <ul style="list-style-type: none"> •Work and play cooperatively and take turns with others. •Form positive attachments to adults and friendships with peers. •Show sensitivity to their own and to others' needs.
<p>Understanding the World</p>	<p>Preschool Skills & Knowledge</p>	<p>To be able to identify similarities and differences between themselves and peers.</p> <p>To make self-portraits.</p> <p>To know about family structures and be able to talk about who is part of their family.</p> <p>To learn about the changes that take place in the natural world in Autumn.</p> <p>To be able to differentiate and</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.</p> <p>Operate simple equipment e.g. turn on CD player or use a remote control.</p> <p>To learn about the different stories related to Winter festivals.</p> <p>To explore the different jobs that people in our families do. How do these people help us?</p>	<p>To use the computer to complete a simple task.</p> <p>To listen to traditional stories and know that some things happened a long time ago.</p> <p>To show an awareness that life was different for people in older generations.</p>	<p>Continue to use the computer to gain confidence in using the mouse.</p> <p>To learn about Easter and to know about who celebrates Easter and what is its significance.</p> <p>To use senses to explore the world around them.</p> <p>To know the difference between farm animals and wild animals.</p> <p>To be able to categorise animals by</p>	<p>Plant their own seeds and check how tall the plants grow.</p> <p>To know that humans and other animals can grow.</p> <p>Talk about the life cycle of a plant and animals.</p> <p>Make own habitats using a range of resources.</p> <p>Talk about where food comes from and bake a range of things.</p> <p>To begin understand</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment.</p> <p>To begin understand the importance of looking after our environment and all living things` and where we can collect natural resources from.</p> <p>To identify the creatures that live in the oceans and the things that might be found on the beach.</p>	<p><u>Past and Present.</u></p> <ul style="list-style-type: none"> •Talk about the lives of the people around them and their roles in society. •Know some similarities and differences between

		categorise objects based on their properties.	(paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). To show an awareness of the emergency services and how they can help us.		their characteristics. To learn about the changes that take place in the natural world during Spring.	the importance of looking after our environment and all living things and where we can collect natural resources from.		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.
	Reception Skills & Knowledge	Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Sort and group materials and resources and talk about how they are similar or different. To talk about how they have changed since they were a baby. To talk about the changes they observe in their environment – Seasons link. To identify and recognise features of their local environment. To use maps to document their local environment.	To be able to talk about the different jobs that adults do and how they can help us. To know that people around the world have different religions. To know that some celebrations are specific to some cultures. To know that some animals are nocturnal. To know that adults do a variety of jobs. To know that the emergency services exist and what they do.	To learn about the different family structures. To be able to talk about the relationships they have at home with their family and friends. To talk about a special event in their life. To talk about the differences in stories that are about the past. To know some of the reasons why the past was different. To explore and describe natural phenomena such as ice, snow, wind.	To know that Christians celebrate Easter. Exploring a range of habitats, looking at why the animal lives like that. To describe a range of different habitats around the world. To talk about the world that we live in and how there are similarities and differences when looking at different aspects. To talk about the changes they observe in their environment – Seasons link.	Talking about the life cycle of plants and animals and what they need to survive. To know that every living being has a life cycle and they change in shape and size as they grow. Talk about the life cycle of a plant and animals. To identify and group a range of fruits and vegetables. To know that some foods are unhealthy. Sorting healthy and unhealthy foods. To know that some foods are grown in different parts of the world.	Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. To select appropriate materials according to their properties. To name and identify a range of different materials and to know how they are used in familiar environments. Talk about life in the oceans and the impact of humans on this. To know that there are many countries around the world. To know that people in other countries may speak different languages.	<u>People, Culture and Communities.</u> •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

	Religious Education Reception	<p>Why is the word 'God' so important to Christians? Children will know that:</p> <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and so we should look after it 	<p>Why do Christians perform nativity plays at Christmas? Children will know that:</p> <ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<p>Which stories are special and why? Children will be able to:</p> <ul style="list-style-type: none"> • talk about some religious stories • recognise some religious vocabulary, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur'an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked 	<p>Why do Christians put a cross in the Easter garden? Children will know that:</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. 	<p>Being special -where do we belong? Children will be able to:</p> <ul style="list-style-type: none"> • retell religious stories, making connections with personal experiences. • share and record occasions when things have happened in their lives that made them feel special. • recall simply what happens at a traditional Christian infant baptism and dedication. • recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<p>Which places are special and why? Children will know that:</p> <ul style="list-style-type: none"> • talk about somewhere that is special to themselves, saying why • recognise that some religious people have places which have special meaning for them • talk about the things that are special and valued in a place of worship • identify some significant features of sacred places • recognise a place of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • express a personal response to the natural world 	<p>knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>The Natural World.</u></p> <ul style="list-style-type: none"> • 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.
Expressive Arts & Design	Preschool Skills & Knowledge	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p>Uses various construction materials.</p>	<p>Sing familiar Nursery Rhymes.</p> <p>To use different colours and materials.</p> <p>To make Christmas cards and decorations for</p>	<p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p>Sing familiar songs or make up own songs.</p> <p>Beginning to</p>	<p>To learn about different textures and talk about them.</p> <p>Feely bag activities with different objects for children to feel and describe.</p> <p>Sing familiar Nursery</p>	<p>To use puppets and props to act out different traditional stories.</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate.</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>To listen to music and create movements to the different beats.</p>	

		<p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.</p> <p>For children to be able to construct with a purpose and safely.</p>	<p>friends and family using a range of media.</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours.</p> <p>Joins construction pieces together to build and balance.</p> <p>To know how different colours and materials can be used to create things.</p>	<p>construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To play instruments with increasing control.</p> <p>To know that colours can be mixed to make a new colour.</p> <p>To use their imagination to create different works of art.</p> <p>To play instruments to express feelings and ideas.</p>	<p>Rhymes.</p> <p>Realises tools can be used for a purpose.</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p> <p>To use their knowledge of stories in acting them out with friends.</p> <p>Sing songs clearly using correct words that have been learned.</p>	<p>Uses available resources to create props to support role-play.</p> <p>To show different emotions in pictures.</p> <p>To draw with increasing control, representing features and detail clearly.</p> <p>To know how to use props appropriately for particular stories.</p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.</p>	<p>To construct with bricks and blocks to make an enclosure.</p> <p>Explore different materials freely, using them with a purpose.</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play.</p> <p>To show confidence in choice of media when creating a model or picture.</p>	<p><u>Creating with Materials.</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
	<p>Reception Skills & Knowledge</p>	<p>To remember the words to a range of songs.</p> <p>To give meaning to the marks that are made.</p> <p>To learn a range of songs from around the world.</p> <p>For children to be able to safely construct with a purpose.</p>	<p>To use role play to represent familiar situations.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p>	<p>To use resources to create own props.</p> <p>To use small world resources to create imaginary role play scenarios.</p> <p>To understand that pictures can be created by making observations or by using imagination.</p> <p>To use paints, pastels and other resources to create observational drawings.</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>To use a range of media and materials to create representations of different minibeasts.</p> <p>For children to be</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs; Perform songs,

			<p>Use resources in the workshop to create purposefully.</p> <p>To learn and perform Christmas songs and carols.</p>	<p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To use dance to music to represent different animals.</p>	<p>able to safely construct with a purpose and evaluate their designs.</p> <p>To draw a range of plants and fruits.</p>	<p>To begin to develop narratives through writing, drawing and story telling.</p>	<p>rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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