



# Fell Dyke Community Primary School

## Reception Curriculum Map 2017 - 2018

	AUTUMN 1 (7 weeks)	AUTUMN 2 (8 weeks)	SPRING 1 (5 weeks)	SPRING 2 (6 weeks)	SUMMER 1 (6 weeks)	SUMMER 2 (7 weeks)
Theme ideas	All about me!	Let's Celebrate!	Up, up and away!	A Tiny Seed	Down at the bottom of the garden	Happy and Healthy!
Educational Visits	Library (either to the Library or the Library to come to Reception)	Farm – Christmas experience	Centre for life	Rising Sun Country Park	Bug Man – Guy Tansley	Saltwell Park
Curriculum Experience/ Hook	Library	Nativity		Planting seeds / flowers	Watching caterpillars grow into butterflies. Frog spawn Worm farm Duck eggs?	
Role Play	Home Corner	Post Office / Christmas themed home corner	Space station	Garden Centre Flower shop	Vets Bug research lab Duck incubation	Dance studio Seaside shop
Core Texts	On the way home Red Riding Hood Tiddler Sharing a shell Mine-o-saur Six Dinner Sid The Gruffalo	Winnie the Witch Winnie in winter Rama and Sita Nativity Story Chinese new year story Farmer duck (linked to farm visit)	Whatever next Aliens love underpants Topsy and Tim go on an Aeroplane What's out there? Non-Fiction On the Moon Goodnight Spaceman	Eric Carle – A Tiny seed Non Fiction texts about growing. How plants grow The Tree Jack and the beanstalk The enormous Turnip	The very hungry caterpillar Life Cycle of a frog What the ladybird heard The three little pigs What the ladybird heard next Super worm The ugly duckling	Olivers fruit salad Olivers milkshake Olivers vegetables The Ginger Bread Man Three Billy Goats Gruff Handa's surprise Funnybones
CL	<ul style="list-style-type: none"> <li>The children will be encouraged to sit during group times.</li> <li>Join in with repeated refrains in stories.</li> <li>Carry out simple instructions. Sort and talk about objects which are familiar to them. Talk about any worries they</li> </ul>	<ul style="list-style-type: none"> <li>The children will use talk to retell stories</li> <li>They will join in with stories and rhymes during group times</li> <li>Carry out sorting activities which will develop their communication skills</li> <li>Learn about and understand the differences between cultures</li> </ul>	<ul style="list-style-type: none"> <li>Describe aliens</li> <li>Describe what they think will be in outer space</li> <li>TFW</li> </ul> <p>Responds to instructions involving a two-part sequence. (40-60)</p> <p>Understands humour, e.g. nonsense rhymes, jokes. (40-60)</p> <p>Two-channelled attention</p>	<ul style="list-style-type: none"> <li>Describe the changes of the seasons</li> <li>Describe what they see happening to a planted seed.</li> <li>Use the stereos to listen to stories</li> </ul> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings</p>	<ul style="list-style-type: none"> <li>The children will talk about and compare different places of the world</li> <li>They will contribute to whole class talk for writing</li> <li>Use their own ideas to re-enact a storyline</li> <li>The children will talk about the lifecycle of a chick and discuss the changes.</li> </ul> <p>Children listen attentively in a range of situations. (ELG)</p>	<p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or</p>

	<p><b>have about school.</b></p> <ul style="list-style-type: none"> <li><b>Circle time</b></li> </ul> <p>Listens to stories with increasing attention and recall. (30-50)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50)</p> <p>Focusing attention – still listen or do, but can shift own attention. (30-50)</p> <p>Is able to follow directions (if not intently focused on own choice of activity). (30-50)</p> <p>Shows understanding of prepositions such as ‘under’, ‘ontop’, ‘behind’. (30-50)</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50)</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i>(30-50)</p>	<p><b>i.e. nativity and rama and sita.</b></p> <p>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). (30-50)</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others. (30-50)</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity. (40-60)</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60)</p> <p>Uses language to imagine and recreate roles and experiences in play situations. (40-60)</p>	<p>– can listen and do for short span. (40-60)</p> <p>Links statements and sticks to a main theme or intention. (40-60)</p>	<p>and events. (40-60)</p> <p>Introduces a storyline or narrative into their play. (40-60)</p> <p>Able to follow a story without pictures or props. (40-60)</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. (40-60)</p> <p>Two-channelled attention – can listen and do for short span. (40-60)</p>	<p><b>They give their attention to what others say and respond appropriately, while engaged in another activity. (ELG)</b></p> <p><b>Children follow instructions involving several ideas or actions. (ELG)</b></p> <p><b>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)</b></p> <p><b>They develop their own narratives and explanations by connecting ideas or events. (ELG)</b></p>	<p>events. (ELG)</p> <p><b>Children express themselves effectively, showing awareness of listeners’ needs. (ELG)</b></p>
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PD	<ul style="list-style-type: none"> <li>• <b>Becoming familiar with the outdoor area and play equipment available</b></li> <li>• <b>Becoming familiar with tools available in the indoor environment and their uses.</b></li> </ul> <p>Experiments with different ways of moving. (40-60)</p> <p>Uses simple tools to effect changes to materials. (40-60)</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control. (40-60)</p> <p>Shows a preference for a dominant hand. (40-60)</p> <p>Usually dry and clean during the day. (40-60)</p>	<ul style="list-style-type: none"> <li>• <b>PE focus – Soft play equipment</b></li> </ul> <p>Experiments with different ways of moving. (40-60)</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. (40-60)</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control. (40-60)</p> <p>Begins to use anticlockwise movement and retrace vertical lines. (40-60)</p> <p>Shows understanding of how to transport and store equipment safely. (40-60)</p>	<ul style="list-style-type: none"> <li>• <b>PE focus – little strikers</b></li> </ul> <p>Jumps off an object and lands appropriately. (40-60)</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60)</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60)</p> <p>Begins to form recognisable letters. (40-60)</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60)</p>	<ul style="list-style-type: none"> <li>• <b>PE focus – little strikers</b></li> </ul> <p>Jumps off an object and lands appropriately. (40-60)</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60)</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60)</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (40-60)</p> <p>Practices some appropriate safety measures without direct supervision. (40-60)</p>	<ul style="list-style-type: none"> <li>• <b>PE Focus – racing games linked to sports day</b></li> </ul> <p><b>Children show good control and co-ordination in large and small movements. (ELG)</b></p> <p><b>They move confidently in a range of ways, safely negotiating space. (ELG)</b></p> <p><b>They handle equipment and tools effectively, including pencils for writing. (ELG)</b></p> <p>Eats a healthy range of foodstuffs and understands need for variety in food. (40-60)</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (40-60)</p>	<ul style="list-style-type: none"> <li>• <b>PE Focus – team games</b></li> </ul> <p><b>Children show good control and co-ordination in large and small movements. (ELG)</b></p> <p><b>They move confidently in a range of ways, safely negotiating space. (ELG)</b></p> <p><b>They handle equipment and tools effectively, including pencils for writing. (ELG)</b></p> <p><b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. (ELG)</b></p> <p><b>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (ELG)</b></p>

PSED	<ul style="list-style-type: none"> <li>Adjust their behaviour and familiarise themselves with routines.</li> <li>Sits during group times.</li> <li>Joins in with large and small group times.</li> <li>Familiarises themselves with adults in the class</li> </ul> <p>Initiates play, offering cues to peers to join them. (30-50)</p> <p>Keeps play going by responding to what others are saying or doing. (30-50)</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<ul style="list-style-type: none"> <li>Nativity production.</li> <li>Share resources with adults support.</li> <li>Talk about differences and things they enjoy and celebrate.</li> <li>Circle time</li> </ul> <p>Maintains attention, concentrates and sits quietly during appropriate activity. (40-60)</p> <p>Two-channelled attention – can listen and do for short span. (40-60)</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting. (40-60)</p> <p>Initiates conversations, attends to and takes</p>	<ul style="list-style-type: none"> <li>Express their own ideas during group times and CI time</li> <li>More independent during child initiated play times. Can specify wants and needs e.g. dinner times</li> <li>Group times celebrating successes</li> </ul> <p>Maintains attention, concentrates and sits quietly during appropriate activity. (40-60)</p> <p>Two-channelled attention – can listen and do for short span. (40-60)</p> <p>Confident to speak to others about own needs, wants, interests and opinions. (40-60)</p>	<ul style="list-style-type: none"> <li>Starting to resolve own conflicts and come up with sharing ideas.</li> <li>Group times celebrating successes</li> <li>Takes turns when playing in a group.</li> <li>Can express when the like an activity.</li> <li>During child initiated ply when approached by an adult can talk about what they might do differently.</li> <li>Circle times around sharing, resources, behaviour and transition.</li> </ul> <p>Beginning to be able to negotiate and solve</p>	<ul style="list-style-type: none"> <li>Takes turns when playing in a group.</li> <li>Can express when the like an activity.</li> <li>During child initiated ply when approached by an adult can talk about what they might do differently.</li> <li>Circle times around sharing, resources, behaviour.</li> </ul> <p><b>Children play co-operatively, taking turns with others. (ELG)</b></p> <p><b>They take account of one another's ideas about how to organise their activity. (ELG)</b></p> <p><b>They show sensitivity to others' needs and feelings, and form positive</b></p>	<ul style="list-style-type: none"> <li>Takes turns when playing in a group.</li> <li>Can express when they like an activity.</li> <li>During child initiated play when approached by an adult can talk about what they might do differently.</li> <li>Circle times around sharing, resources, behaviour and transition.</li> </ul> <p><b>Children talk about how they and others show feelings. (ELG)</b></p> <p><b>Children talk about their own and others' behaviour, and its consequences, and know</b></p>

	<p>(30-50)</p> <p>Welcomes and values praise for what they have done. (30-50)</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings. (30-50)</p> <p>Enjoys responsibility of carrying out small tasks. (30-50)</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations. (30-50)</p> <p>Shows confidence in asking adults for help. (30-50)</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50)</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50)</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>account of what others say. (40-60)</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (40-60)</p>	<p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60)</p> <p>Can describe self in positive terms and talk about abilities. (40-60)</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)</p>	<p>problems without aggression, e.g. when someone has taken their toy. (40-60)</p> <p>Can describe self in positive terms and talk about abilities. (40-60)</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. (40-60)</p> <p><b>Children play co-operatively, taking turns with others. (ELG)</b></p> <p><b>They take account of one another's ideas about how to organise their activity. (ELG)</b></p> <p><b>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG)</b></p> <p><b>They say when they do or don't need help. (ELG)</b></p>	<p><b>relationships with adults and other children. (ELG)</b></p> <p><b>Children are confident to try new activities, and say why they like some activities more than others. (ELG)</b></p> <p><b>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. (ELG)</b></p> <p><b>They say when they do or don't need help. (ELG)</b></p> <p><b>Children talk about how they and others show feelings. (ELG)</b></p> <p><b>Children talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. (ELG)</b></p> <p><b>They work as part of a group or class, and understand and follow the rules. (ELG)</b></p> <p><b>They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG)</b></p>	<p><b>that some behaviour is unacceptable. (ELG)</b></p> <p><b>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. (ELG)</b></p> <p><b>They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG)</b></p>
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	(30-50)					
Literacy	<ul style="list-style-type: none"> <li>Phonics Phase 1&amp;2</li> <li>Objective led planning + HA</li> <li>Guided Writing</li> <li>Guided Reading HA</li> <li>Target group squiggle whilst you wiggle</li> <li>Weekly library slot</li> <li>TFW</li> </ul> <p>Shows awareness of rhyme and alliteration. (30-50)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50)</p> <p>Suggests how the story might end. (30-50)</p> <p>Describes main story settings, events and principal characters. (30-50)</p> <p>Shows interest in illustrations and print in books and print in the environment. (30-50)</p> <p>Recognises familiar words and signs such as own</p>	<ul style="list-style-type: none"> <li>Phonics Phase 2</li> <li>Guided Writing</li> <li>Guided Reading</li> <li>Weekly 1:1 readers</li> <li>Weekly library slot</li> <li>TFW</li> </ul> <p>Continues a rhyming string. (40-60)</p> <p>Hears and says the initial sound in words. (40-60)</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60)</p> <p>Enjoys an increasing range of books. (40-60)</p> <p>Gives meaning to marks they make as they draw, write and paint. (40-60)</p> <p>Begins to break the flow of speech into words. (40-60)</p> <p>Continues a rhyming string. (40-60)</p> <p>Hears and says the initial sound in words. (40-60)</p> <p>Can segment the sounds in simple words and blend</p>	<ul style="list-style-type: none"> <li>Phonics Phase 2&amp;3</li> <li>Guided Writing</li> <li>Guided Reading</li> <li>Weekly 1:1 readers</li> <li>Weekly library slot</li> <li>Target group - phonics</li> <li>TFW</li> </ul> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60)</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)</p> <p>Begins to read words and simple sentences. (40-60)</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (40-60)</p> <p>Knows that information can be retrieved from books and computers. (40-60)</p> <p>Uses some clearly</p>	<ul style="list-style-type: none"> <li>Phonics Phase 2, 3 &amp; 4</li> <li>Guided Writing</li> <li>Guided Reading</li> <li>Weekly 1:1 readers</li> <li>Weekly library slot</li> <li>Target group - phonics</li> <li>TFW</li> </ul> <p>Knows that information can be retrieved from books and computers. (40-60)</p> <p>Begins to read words and simple sentences. (40-60)</p> <p>Attempts to write short sentences in meaningful contexts. (40-60)</p> <p><b>They use phonic knowledge to decode regular words and read them aloud accurately. (ELG)</b></p> <p><b>They also read some common irregular words. (ELG)</b></p> <p><b>Children use their phonic knowledge to write words in ways which</b></p>	<ul style="list-style-type: none"> <li>Phonics Phase 3 &amp; 4</li> <li>Guided Writing</li> <li>Guided Reading</li> <li>Weekly 1:1 readers</li> <li>Weekly library slot</li> <li>TFW</li> </ul> <p><b>Children read and understand simple sentences. (ELG)</b></p> <p><b>They use phonic knowledge to decode regular words and read them aloud accurately. (ELG)</b></p> <p><b>They also read some common irregular words. (ELG)</b></p> <p><b>They demonstrate understanding when talking with others about what they have read. (ELG)</b></p> <p><b>They demonstrate understanding when talking with others about what they have read. (ELG)</b></p> <p><b>Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)</b></p> <p><b>They also write some irregular common words. (ELG)</b></p> <p><b>They write simple sentences</b></p>	<ul style="list-style-type: none"> <li>Phonics Phase 3 &amp; 4</li> <li>Guided Writing</li> <li>Guided Reading</li> <li>Weekly 1:1 readers</li> <li>Weekly library slot</li> <li>TFW</li> </ul> <p><b>Children read and understand simple sentences. (ELG)</b></p> <p><b>They demonstrate understanding when talking with others about what they have read. (ELG)</b></p> <p><b>They write simple sentences which can be read by themselves and others. (ELG)</b></p>

	<p>name and advertising logos. (30-50)</p> <p>Knows information can be relayed in the form of print. (30-50)</p> <p>Holds books the correct way up and turns pages. (30-50)</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom. (30-50)</p> <p>Ascribes meanings to marks that they see in different places. (30-50)</p>	<p>them together. (40-60)</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60)</p> <p>Writes own name and other things such as labels, captions. (40-60)</p> <p>Begins to read words and simple sentences. (40-60)</p>	<p>identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60)</p> <p>Attempts to write short sentences in meaningful contexts. (40-60)</p>	<p><b>match their spoken sounds. (ELG)</b></p> <p><b>Some words are spelt correctly and others are phonetically plausible. (ELG)</b></p>	<p><b>which can be read by themselves and others. (ELG)</b></p> <p><b>Some words are spelt correctly and others are phonetically plausible. (ELG)</b></p>	
Maths	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Order number line to 10 and then 20</li> <li>Rote count to 20 and beyond</li> <li>Count back from 10 / 20</li> <li>Counting objects from a larger group</li> <li>Count regular arrays</li> <li>Matching number and quantity</li> </ul> <p>Recognise some numerals of personal significance. (40-60)</p> <p>Recognises numerals 1 to 5. (40-60)</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Order number line to 10 and then 20</li> <li>Rote count to 20 and beyond</li> <li>Count back from 10 / 20</li> <li>Counting objects from a larger group</li> <li>Count regular arrays</li> <li>Matching number and quantity</li> <li>Looking at more and less quantities and then on a number line</li> <li>1 more and 1 less using quantities and then a number line</li> <li>Counting on / back games using dice</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>More and less using quantities and number line)</li> <li>Addition of objects</li> <li>Subtraction of objects</li> </ul> <p>Counts an irregular arrangement of up to ten objects. (40-60)</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects. (40-60)</p> <p>Finds the total number of items in two groups by counting all of them. (40-60)</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>1 More and 1 less using number line)</li> <li>Addition of objects</li> <li>Subtraction of objects</li> <li>Doubling</li> <li>Halving</li> <li>sharing</li> </ul> <p>Begins to identify own mathematical problems based on own interests and fascinations. (40-60)</p> <p>Estimates how many objects they can see and checks by counting them. (40-60)</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>1 More and 1 less using number line)</li> <li>Counting on and back to find answers to addition and subtraction problems.</li> <li>doubling activities</li> <li>halving activities</li> <li>sharing activities</li> </ul> <p><b>Children count reliably with numbers from one to 20 (ELG)</b></p> <p><b>Place numbers 1-20 in order (ELG)</b></p> <p><b>Say which number is one more or one less than a given number to 20. (ELG)</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>1 More and 1 less using number line)</li> <li>Counting on and back to find answers to addition and subtraction problems.</li> <li>doubling activities</li> <li>halving activities</li> <li>sharing activities</li> </ul> <p><b>Children count reliably with numbers from one to 20 (ELG)</b></p> <p><b>Place numbers 1-20 in order (ELG)</b></p> <p><b>Say which number is one more or one less than a</b></p>

	<p>Counts up to three or four objects by saying one number name for each item. (40-60)</p> <p>Counts actions or objects which cannot be moved. (40-60)</p> <p>Counts objects to 10, and beginning to count beyond 10. (40-60)</p> <p>Counts out up to six objects from a larger group. (40-60)</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60)</p> <p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>• Shape hunts</li> <li>• Shape bingo</li> <li>• Shape songs</li> <li>• Sorting shapes</li> <li>• Use shapes to make pictures</li> </ul> <p>Beginning to use mathematical names for 2D shapes, and mathematical terms to describe shapes. (40-60)</p> <p>Selects a particular named shape. (40-60)</p>	<p>Recognise some numerals of personal significance. (40-60)</p> <p>Recognises numerals 1 to 5. (40-60)</p> <p>Counts up to three or four objects by saying one number name for each item. (40-60)</p> <p>Counts actions or objects which cannot be moved. (40-60)</p> <p>Counts objects to 10, and beginning to count beyond 10. (40-60)</p> <p>Counts out up to six objects from a larger group. (40-60)</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60)</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects. (40-60)</p> <p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>• Repeating patterns for wrapping paper</li> <li>• Weighing parcels</li> </ul>	<p>60)</p> <p>Says the number that is one more than a given number. (40-60)</p> <p>Finds one more or one less from a group of up to five objects, then ten objects. (40-60)</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (40-60)</p> <p>Records, using marks that they can interpret and explain. (40-60)</p> <p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>• Shape hunts</li> <li>• Shape bingo</li> <li>• Shape songs</li> <li>• Sorting shapes</li> <li>• Use shapes to make pictures</li> </ul> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (40-60)</p> <p>Selects a particular named shape. (40-60)</p>	<p>Finds the total number of items in two groups by counting all of them. (40-60)</p> <p>Says the number that is one more than a given number. (40-60)</p> <p>Finds one more or one less from a group of up to five objects, then ten objects. (40-60)</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (40-60)</p> <p>Counts an irregular arrangement of up to ten objects. (40-60)</p> <p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>• Sequencing using a visual timetable</li> <li>• Sequencing a familiar event</li> <li>• Time using analogue clocks</li> <li>• Timing activities using stop watches</li> <li>• Money related activities e.g. shops</li> </ul> <p>Orders and sequences familiar events. (40-60)</p> <p>Measures short periods of</p>	<p><b>Using quantities and objects, they add and subtract two single-digit numbers (ELG)</b></p> <p><b>Count on or back to find the answer. (ELG)</b></p> <p><b>They solve problems, including doubling, halving and sharing. (ELG)</b></p> <p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>• Shape related activities</li> </ul> <p><b>They recognise, create and describe patterns. (ELG)</b></p> <p><b>They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (ELG)</b></p>	<p>given number to 20. (ELG)</p> <p><b>Using quantities and objects, they add and subtract two single-digit numbers (ELG)</b></p> <p><b>Count on or back to find the answer. (ELG)</b></p> <p><b>They solve problems, including doubling, halving and sharing. (ELG)</b></p> <p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>• Problem solving involving those stated below</li> </ul> <p><b>Children use everyday language to talk about:</b></p> <p>size weight capacity position distance time money to compare quantities and objects and to solve problems (ELG)</p>
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		<p>for santa claus</p> <ul style="list-style-type: none"> <li>• Capacity sing bears, sand, water</li> <li>• Using non standard units to measure objects</li> <li>• Foot prints left in the block area investigation</li> <li>• Questions such as I am taller because I am older</li> </ul> <p>Uses familiar objects and common shapes to create and recreate patterns and build models. (40-60)</p> <p>Orders two items by weight or capacity. (40-60)</p> <p>Can describe their relative position such as 'behind' or 'next to'. (40-60)</p> <p>Orders two or three items by length or height. (40-60)</p>		<p>time in simple ways. (40-60)</p> <p>Uses everyday language related to time. (40-60)</p> <p>Beginning to use everyday language related to money. (40-60)</p>		
Understanding of the World	<ul style="list-style-type: none"> <li>• Family tree</li> <li>• Looking at ourselves, similarities and differences with others</li> <li>• forest friday</li> </ul>	<ul style="list-style-type: none"> <li>• Look at different celebrations – Christmas, chinese new year, diwali etc</li> <li>• forest Friday</li> <li>• talking about and looking at old photos ( family</li> </ul>	<ul style="list-style-type: none"> <li>• Planetarium at centre for life</li> <li>• look at similarities and differences between earth and other planets</li> <li>• forest friday</li> </ul>	<ul style="list-style-type: none"> <li>• Planting seeds</li> <li>• looking at the seasons</li> <li>• Local area walks</li> <li>• Comparing different locations</li> <li>• forest friday</li> </ul>	<ul style="list-style-type: none"> <li>• Minibeast hunt</li> <li>• living eggs – life cycle of a duck</li> <li>• other life cycles</li> <li>• similarities and differences between animals / minibeasts</li> </ul>	<ul style="list-style-type: none"> <li>• Children to use different ingredients to create food from different cultures.</li> <li>• Children to talk about what makes them healthy and happy in relation to the food that</li> </ul>

<p>Remembers and talks about significant events in their own experience. (30-50)</p> <p>Recognises and describes special times or events for family or friends. (30-50)</p> <p>Shows interest in different occupations and ways of life. (30-50)</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50)</p> <p>Talks about why things happen and how things work. (30-50)</p> <p>Developing an understanding of growth, decay and changes over</p>	<p><b>weddings, baby photos, christenings) put on display</b></p> <ul style="list-style-type: none"> <li>• <b>class portraits of each other looking at eye, hair, skin colour</b></li> <li>• <b>important festivals / celebrations within other cultures e.g Eid, Divalii</b></li> <li>• <b>Children to use different ingredients to create food from different cultures.</b></li> </ul> <p>Enjoys joining in with family customs and routines. (40-60)</p> <p>Looks closely at similarities, differences, patterns and change. (40-60)</p>	<p>Looks closely at similarities, differences, patterns and change. (40-60)</p> <p><b>They talk about the features of their own immediate environment and how environments might vary from one another. (ELG)</b></p>	<p><b>They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)</b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. (ELG)</p> <p><b>They talk about the features of their own immediate environment and how environments might vary from one another.</b></p> <p><b>They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)</b></p>	<p><b>Children talk about past and present events in their own lives and in the lives of family members. (ELG)</b></p> <p><b>They know that other children don't always enjoy the same things, and are sensitive to this. (ELG)</b></p> <p><b>They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)</b></p> <p><b>Children know about similarities and differences in relation to places, objects, materials and living things. (ELG)</b></p> <p><b>They talk about the features of their own immediate environment and how environments might vary from one another. (ELG)</b></p> <p><b>They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)</b></p>	<p><b>they eat and physical activities that they might do at home.</b></p> <ul style="list-style-type: none"> <li>• <b>Children can talk about why everyone does not always eat the same e.g. different cultures.</b></li> <li>• <b>Children can talk about why humans and animals do not eat the same things.</b></li> </ul> <p><b>Children talk about past and present events in their own lives and in the lives of family members. (ELG)</b></p> <p><b>They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)</b></p> <p><b>Children know about similarities and differences in relation to places, objects, materials and living things. (ELG)</b></p> <p><b>They talk about the features of their own immediate environment and how environments might vary from one</b></p>
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	time. (30-50)  Shows care and concern for living things and the environment. (30-50)					another. (ELG)  They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)
Computing (UW Technology) Herts	<ul style="list-style-type: none"> <li>Provide opportunities for children to explore a range of computer applications, e.g. drawing apps, age-appropriate games etc.,</li> <li>Play with imaginary technologies in role-play</li> </ul> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50)</p> <p>Knows that information can be retrieved from computers (30-50)</p>	<ul style="list-style-type: none"> <li>Ask the children to 'program' each other to find hidden objects (programming)</li> <li>Play Simon Says (algorithms/debugging)</li> <li>Ask the children to come up with a set of instructions (pictures of arrows) to navigate a partner around a simple obstacle course in PE (algorithms)</li> <li>Take a simple 'problem' and split it into smaller steps – e.g. to dress a teddy (computational thinking - decomposition)</li> </ul> <p>Completes a simple program on a computer. (40-60)</p> <p>Uses ICT hardware to interact with age-appropriate computer</p>	<ul style="list-style-type: none"> <li>Get the children to use recording devices to say something about themselves or express their ideas</li> <li>Listen to stories, music, watch animations using digital devices</li> <li>Use play technology (e.g. toy mobile phones) to role-play speaking nicely to one another</li> </ul> <p>Completes a simple program on a computer. (40-60)</p> <p>Uses ICT hardware to interact with age-appropriate computer software. (40-60)</p>	<ul style="list-style-type: none"> <li>Follow shortcuts, favourites or weblinks to explore simple websites!</li> <li>Model using web pages to find things out!</li> <li>Ask the children what they know about themselves – e.g. names and where they live</li> <li>Tell and discuss stories with morals and stranger danger</li> </ul> <p>Children recognise that a range of technology is used in places such as homes and schools. (ELG)</p> <p>They select and use technology for particular purposes. (ELG)</p>	<ul style="list-style-type: none"> <li>The children choose a website appropriate for an activity</li> <li>Talk about the images on a website and who they belong to</li> <li>Ask the children to match images to a sound</li> <li>Supervise the children choosing appropriate images for a specific purpose (e.g. images of trains)</li> </ul> <p>Children recognise that a range of technology is used in places such as homes and schools. (ELG)</p> <p>They select and use technology for particular purposes. (ELG)</p>	<ul style="list-style-type: none"> <li>The children choose a website appropriate for an activity</li> <li>Talk about the images on a website and who they belong to</li> <li>Ask the children to match images to a sound</li> <li>Supervise the children choosing appropriate images for a specific purpose (e.g. images of trains)</li> <li>Use passwords to access devices</li> </ul> <p>Children recognise that a range of technology is used in places such as homes and schools. (ELG)</p> <p>They select and use technology for particular purposes. (ELG)</p> <p>Children find out about and use a range of everyday technology. (Exceeding)</p>

		software. (40-60)				<b>They select appropriate applications that support an identified need. (Exceeding)</b>
EAD	<ul style="list-style-type: none"> <li>Familiarising with environment.</li> <li>learning new songs</li> <li>Family pictures</li> <li>self-portraits</li> <li>collage cupcakes</li> <li>'gruffalo' crumble prints to create different textures</li> <li>building a home for six dinner sid</li> <li>Music group times – rhythms / instruments linked to phase 1 phonics</li> </ul> <p>Beginning to move rhythmically. (30-50)</p> <p>Imitates movement in response to music. (30-50)</p> <p>Taps out simple repeated rhythms. (30-50)</p> <p>Explores and learns how sounds can be changed. (30-50)</p> <p>Explores colour and how colours can be changed. (30-50)</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to</p>	<ul style="list-style-type: none"> <li>Making different effects – marbling.</li> <li>Firework pictures using different materials.</li> <li>Nativity songs.</li> <li>Mixing colours for Winnie the witch.</li> <li>Moulding clay to make diwa lamps then choosing specific colours to paint them.</li> <li>Listening to music and adding drums and instruments.</li> </ul> <p>Begins to build a repertoire of songs and dances. (40-60)</p> <p>Explores the different sounds of instruments. (40-60)</p> <p>Explores what happens when they mix colours. (40-60)</p> <p>Constructs with a purpose in mind, using a variety of resources. (40-60)</p> <p>Uses simple tools and techniques competently and appropriately. (40-60)</p> <p>Selects appropriate</p>	<ul style="list-style-type: none"> <li>Designing / creating aliens</li> <li>Junk model rockets</li> <li>role play space station</li> <li>Creating textured planets</li> <li>bubble painting</li> </ul> <p>Experiments to create different textures. (40-60)</p> <p>Understands that different media can be combined to create new effects. (40-60)</p> <p>Manipulates materials to achieve a planned effect. (40-60)</p> <p>Uses simple tools and techniques competently and appropriately. (40-60)</p> <p>Selects appropriate resources and adapts work where necessary. (40-60)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (40-60)</p>	<ul style="list-style-type: none"> <li>Different techniques to create flowers e.g. natural materials found outside, straws for blowing, beans, lentils etc.</li> <li>Mixing textures into paint e.g. flour, sand, foam, grass to create different effects.</li> <li>Experiment with different ways of moving to Spring music.</li> <li>Children to explore different songs relating to growing</li> </ul> <p>Understands that different media can be combined to create new effects. (40-60)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<ul style="list-style-type: none"> <li>Building chicken coops and looking at suitable materials.</li> <li>Making moving lifecycles</li> <li>Creating homes for mini-beasts</li> <li>Songs relating to minibeasts</li> <li>Ugly bug ball / dancing</li> <li>Creating prints related to different mini-beasts</li> </ul> <p>Children sing songs, make music and dance, and experiment with ways of changing them. (ELG)</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG)</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music,</p>	<ul style="list-style-type: none"> <li>Designing and making a sports t-shirt</li> <li>Creating a medal</li> <li>Experimenting with different smells to add to the self-service playdough.</li> <li>Experimenting with different fruit and vegetables and how each will create a different pattern using paint.</li> <li>Exploring fruit/veg in the home corner/mud kitchen</li> <li>Experimenting with different movements depending on how fast/slow a piece of music is.</li> </ul> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Children use what they have learnt about media and materials in original ways, thinking about</p>

	<p>represent objects. (30-50)</p> <p>Beginning to be interested in and describe the texture of things. (30-50)</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (30-50)</p> <p>Realises tools can be used for a purpose. (30-50)</p> <p>Developing preferences for forms of expression. (30-50)</p> <p>Uses movement to express feelings. (30-50)</p> <p>Creates movement in response to music. (30-50)</p> <p>Makes up rhythms. (30-50)</p> <p>Engages in imaginative role-play based on own first-hand experiences. (30-50)</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. (30-50)</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other</p>	<p>resources and adapts work where necessary. (40-60)</p>		<p>(40-60)</p> <p><b>Children sing songs, make music and dance, and experiment with ways of changing them. (ELG)</b></p> <p><b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</b></p>	<p><b>dance, role play and stories. (ELG)</b></p>	<p><b>uses and purposes. (ELG)</b></p> <p><b>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (ELG)</b></p>
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	materials or words. (30-50)					
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