

MCPA's Reception Curriculum

2022-2023

Term	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2
Communication and Language	<p>Use longer sentences of four to six words (Hold a sentence).</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases, such as 'good morning', 'well done Ben', "see you tomorrow" and 'Please can you help me'.</p> <p>Engage in storytimes.</p> <p>Listen carefully to rhymes and songs, paying</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Ask questions to find out more.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts, in sentences which are becoming well-formed.</p> <p>Engage in storytimes with increased attention.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text. Shows some coherency.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about selected non-fiction to demonstrate some familiarity with new knowledge and vocabulary.</p> <p>Describe events in some detail.</p> <p>Learn and apply new vocabulary including subject specific.</p> <p>Listen to and talk about stories demonstrating a good understanding.</p> <p>Retell the story, once they have developed a</p>	<p>Listen to and talk about stories and be able to provide ideas and explanations.</p> <p>Retell the story, once they have developed a deep familiarity with the text, using a 'storyteller's voice'.</p> <p>Perform poems and songs with increasing confidence.</p> <p>Listen to and talk about selected non-fiction to demonstrate a deep familiarity with new knowledge and vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Apply knowledge of new vocabulary in response to a question. E.g. Can you describe the Bear? He is big and fierce.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, with increasing detail.</p> <p>Listen and respond to what they hear with relevant questions, comments and actions when being read to and during small group interactions.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Begin to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Notice rhyme and patterns in poems.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold coherent conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when</p>

	<p>attention to how they sound.</p> <p>Show interest and engage in non-fiction books.</p>	<p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Make comments about what they have heard.</p>	<p>Show an understanding that non-fiction books are based on facts.</p>	<p>of past, present and future tenses.</p> <p>Identify some features of non-fiction books.</p>	<p>appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Personal Social and Emotional</p>	<p>See themselves as a valuable individual and can describe themselves in positive terms and talk about abilities.</p> <p>Manage their own needs. - Personal hygiene</p> <p>Select and use activities and resources to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Show confidence with new staff and in accessing learning in their new classroom.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Knows when to say "Thank you" and "Sorry".</p>	<p>Build constructive and respectful relationships.</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe.</p> <p>Works as part of a group or class, and understands and follows the Rules.</p> <p>Beginning to be able to negotiate and solve problems without aggression</p> <p>Talks about how they and others show feelings</p> <p>Knows the people who</p>	<p>Think about the perspectives of others.</p> <p>Recognises that their bodies can do lots of different things</p> <ul style="list-style-type: none"> • Knows why it is important to be physically active • Shows awareness of physical differences <p>Says when they do or don't need help.</p> <p>Begins to develop an awareness of E-Safety.</p> <p>Knows how to make good decisions.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Understand the importance of personal hygiene.</p> <p>Talks about their own and others' behaviour and its consequences</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Recognises what can cause different feelings (e.g. sympathy, sadness, relief)</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Know and 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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Asks appropriate questions of others</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

	<p>Confident to speak to others about own needs, wants, interests and opinions</p> <p>Knows personal likes, dislikes and preferences.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>look after them and their different roles and responsibilities</p> <p>Express their feelings and consider the feelings of others.</p> <p>Plays co-operatively, taking turns with others</p>	<p>Recognises their achievements and what they are good at</p> <p>Takes steps to resolve conflicts with other children by finding compromises</p>			
<p>3D PSHE Scheme (focussed sessions)</p>	<p>L1: Hide and Seek! - Show sensitivity to their own and to others' needs -Knows when to say "Thank you" and "Sorry"</p> <p>L2: Nan's House -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Says why someone is special to them</p> <p>L3: I Like... -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices -Knows personal likes, dislikes and preferences</p> <p>L4: It's Your Turn</p>	<p>L5: What a Problem -Explain the reasons for rules, know right from wrong and try to behave accordingly - Joins in and enjoys a range of activities - Works together cooperatively towards common goals</p> <p>L6: Take the Plunge -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>L7: An Old Friend - Form positive attachments to adults and friendships with peers</p> <p>L8: Me and You -Recognises that they are unique -See themselves as a</p>	<p>L9: Stick to the Rules -Work and play cooperatively and take turns with others</p> <p>L10: Rainy Days -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>L11: I feel Poorly! -Show sensitivity to their own and to others' needs</p> <p>L12: Clean and Tidy -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices -Understand the importance of personal hygiene</p>	<p>L14: Family Fun -Form positive attachments to adults and friendships with peers -Recognises ways in which their families are special</p> <p>L15: One Gold Star - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>L16: All Join In -Build constructive and respectful relationships</p> <p>L17: I'm Stuck - Show resilience and perseverance in the face of challenge -Knows the people who look after them and their different roles and responsibilities</p>	<p>L18: A Piece of Cake -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>L19: Busy Body -Show sensitivity to their own and to others' needs - Recognises that their bodies can do lots of different things - Knows why it is important to be physically active - Shows awareness of physical differences - Joins in and enjoys a range of activities</p> <p>L20: The New Pet -Show an understanding of their own feelings and those of others, and begin to regulate their</p>	<p>L22: E-Safety, Be Safe -Think about the perspectives of others - Knows how to make good decisions -Begins to develop an awareness of E-Safety</p> <p>L23: Eid Mubarak! -Explains own knowledge and understanding -Form positive attachments to adults and friendships with peers -Begin to develop an awareness of E-Safety</p> <p>L24: Playtime Games - Work and play cooperatively and take turns with others - Plays cooperatively and learns to take turns</p> <p>L25: Litter Bug -Explain the reasons for rules, know right from wrong and try to behave</p>

	<ul style="list-style-type: none"> -Work and play cooperatively and take turns with others -Takes steps to resolve conflicts with other children by finding compromises -Recognises, names and owns everyday feelings such as happy, sad and cross 	valuable individual	<p>L13: <i>Bully Boy</i></p> <p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>		<p>behaviour accordingly</p> <ul style="list-style-type: none"> - Knows how to care for living things <p>L21: <i>Getting in a Knot</i></p> <ul style="list-style-type: none"> -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<p>accordingly</p> <ul style="list-style-type: none"> -Beginning to consider the impact of their actions on others and the environment
<p>Physical Development</p>	<p>Fundamentals Unit 2</p>	<p>Dance Unit 2</p>	<p>Gymnastics</p>	<p>Ball skills Unit 2</p>	<p>Athletics</p>	<p>Games Unit 1</p>
<p>Gross Motor Skills</p>	<ol style="list-style-type: none"> 1. Theme: At the circus. To develop balancing. 2. Theme: On safari. To develop running and stopping. 3. Theme: Under the sea. To develop changing direction. 4. Theme: Space explorers. To develop jumping. 5. Theme: At the farm. To develop hopping. 6. Theme: Into the woods. To explore different ways to travel using equipment. 	<ol style="list-style-type: none"> 1. Theme: My visit to the park. To use counting to help stay in time with the music when copying and creating actions. 2. Theme: Under the sea. To be able to move safely with confidence and imagination, communicating ideas through movement. 3. Theme: At the fireworks display. To explore movement using prop with control and coordination. 4. Theme: At the fireworks display. To move with control and coordination, expressing ideas through movement. 5. Theme: The jungle. To move with control and coordination, copying, linking and repeating 	<ol style="list-style-type: none"> 1. To show a variety of straight shapes, tuck shapes, and star shapes with elegance. 2. To jump on a springboard from 1 foot to two feet. 3. To complete a log roll and a forward roll to a sitting position safely on a mat. 4. To show a balance on one foot, holding it still for 3 seconds 5. To move along a bench or beam unaided with elegance. 6. To climb on a vault and bench and jump off landing safely on two feet. 7. To use my upper body strength to hang and swing on a bar. 8. To jump up to front support position on the 	<ol style="list-style-type: none"> 1. Theme: Windy weather. To develop rolling and tracking a ball. 2. Theme: Snow is falling. To develop accuracy when throwing to a target. 3. Theme: There's a storm coming. To develop dribbling with hands. 4. Theme: Rainy days. To develop throwing and catching with a partner. 5. Theme: Sunshine and rainbows. To develop dribbling with a ball with your feet. 6. Theme: Foggy days. To develop kicking a ball to a target. 	<p>Yard events:</p> <ol style="list-style-type: none"> 1. Penalty shoot out 2. Bucket ball/throw the ball into the bucket 3. Standing long jump 4. Gymnastics station - climb on the bench, walk along and forward roll off the end 5. Complete the Nursery Trim trail <p>Track Events:</p> <ol style="list-style-type: none"> 1. Straight run /sprint 2. Egg and spoon 3. Sack Race 4. 3 legged race 5. Hurdles 	<ol style="list-style-type: none"> 1. Theme: polar regions To aim when throwing and practise keeping score. 2. Theme: the rainforest To follow instructions and move safely when play tagging games. 3. Theme: Australia To learn to play against a partner. 4. Theme: wild west To develop co-ordination and play by the rules. 5. Theme: India To explore striking a ball and keeping score. 6. Theme: far east To work co-operatively as a team.

		<p>actions. 6. Theme: On the farm. To remember and repeat actions, exploring pathways and shapes.</p>	<p>bar and hold for 3 seconds.</p>			
<p><i>Fine Motor Skills</i></p>	<p>Be independent opening and fastening zips as they put on and take off their coat. Be independent in undoing and fastening buttons as they get dressed and undressed.</p> <p>See <u>Writing</u> section for development of handwriting specific objectives See <u>Expressive Arts and Design</u> section for drawing skills and fine motor skills used to create and construct</p>					

**Literacy
(RWI & T4W)**

Reading

<p>Read individual letters by saying the sounds of them.</p> <p>Orally blend RWI green words 1.1-1.5</p> <p>Blend set 1 sounds into words, so that they can read short words made up of known letter-sound correspondences (Read 1.1&1.2)</p> <p>Demonstrate some understanding of what has been read to me by retelling parts of stories and narratives using some specific vocabulary from the story e.g. Once upon a time.</p> <p>Begin to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Begin to describe a character in a story using adjectives to describe what he/she/it looks like.</p> <p>Begin to describe a setting in a story using adjectives to describe what it looks like.</p> <p>Begin to identify rhyming words in a story.</p> <p>Show an awareness of rhyme in a story or song.</p>	<p>Orally blend RWI green words 1.6 & 1.7</p> <p>Blend set 1 sounds into words, so that they can read short words made up of known letter-sound correspondences. (Read 1.3-1.5)</p> <p>I can speedy read (Fred in head) 1.1 & 1.2 words</p> <p>Read some letter groups that each represent one sound and say sounds for them (special friends).</p> <p>Read cvc words (set 1 sounds)</p> <p>Read a few common exception words matched to Read Write Inc. Phonics (I, the, of)</p> <p>Demonstrate some understanding of what has been read to me by answering questions using recently introduced vocabulary.</p> <p>Begin to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</p> <p>Describe a character in a story using a range of adjectives to describe what he/she/it looks like.</p> <p>Describe a setting in a story using adjectives to describe what it looks like.</p> <p>Identify rhyming words in a story or song.</p>	<p>Orally blend RWI set 2 green words.</p> <p>Blend most set 1 sounds into words, so that they can read short words made up of known letter-sound correspondences. (Read 1.6-1.7)</p> <p>I can speedy read (Fred in head) 1.3 & 1.5 words</p> <p>Read common exception words matched to red level Read Write Inc. Phonics</p> <p>Read aloud simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words (RWI Ditty master copies).</p> <p>Demonstrate a good understanding of what has been read to me by retelling the main parts of stories and narratives using some specific vocabulary from the story e.g. Once upon a time.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Describe a character in a story using a range of adjectives to describe what he/she/it looks like and begin to describe how he/she/it feels and behaves.</p>	<p>Orally blend RWI set 2 green words.</p> <p>Blend all set 1 sounds into words, so that they can read short words made up of known letter-sound correspondences. (Read 1.6-1.7)</p> <p>I can speedy read (Fred in head) 1.6 words</p> <p>Read common exception words matched to green level Read Write Inc. Phonics</p> <p>Read aloud simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words (RWI red books)</p> <p>Re-read RWI red level books to build up confidence in word reading, fluency, understanding and enjoyment.</p> <p>Demonstrate a good understanding of what has been read to me by answering questions using recently introduced vocabulary.</p> <p>Begin to anticipate (where appropriate) key events in a range of stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>Orally blend RWI set 3 green words.</p> <p>Blend some set 2 sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Speedy read (Fred in head) 1.7 words</p> <p>Read common exception words matched to green/purple level Read Write Inc. Phonics</p> <p>Re-read green RWI books to build up confidence in word reading and fluency</p> <p>Read aloud green RWI books to build up confidence in word reading, fluency, understanding, enjoyment and expression.</p> <p>Demonstrate an understanding of what has been read to me and suggest ways of innovating known stories and narratives by changing characters, settings and adjectives.</p> <p>Anticipate (where appropriate) key events in a range of stories.</p> <p>Confidently use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Confidently describe a</p>	<p>Orally blend RWI set 3 green words.</p> <p>Blend all set 2 sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Speedy read words containing some set 2 sounds.</p> <p>Read common exception words matched to purple level Read Write Inc. Phonics</p> <p>Read multisyllabic words containing set 1 sounds.</p> <p>Re-read purple RWI books to build up confidence in word reading and fluency.</p> <p>Read aloud purple RWI books to build up confidence in word reading, fluency, understanding, enjoyment and expression.</p> <p>I can confidently demonstrate an understanding of what has been read to me and suggest ways of innovating known stories and narratives by changing characters, settings and adjectives.</p> <p>Confidently anticipate (where appropriate) key events in a range of stories.</p> <p>Confidently use and understand recently introduced vocabulary during discussions about</p>
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<p>Writing</p>	<p>Develop ability to use a static tripod grasp comfortably.</p> <p>Write recognisable letters, some of which are correctly formed.</p> <p>Write initial sounds when labelling pictures.</p> <p>Attempt to label own drawings and pictures showing some awareness of sounds.</p> <p>Write my name independently.</p>	<p>Consistently use a static tripod grasp.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write one word labels (Label pictures e.g. character description)</p> <p>Write for a purpose - a list (shopping list, Christmas list)</p> <p>Begin to show accuracy and care when drawing</p>	<p>Form lower-case letters correctly.</p> <p>Write simple phrases and sentences that can be read by others (caption).</p> <p>Begin to demonstrate appropriate size handwriting.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write 2 to 4 word captions: Include nouns - naming things, and verbs</p> <p>A cat My dog It is a fox I can hop</p>	<p>Form some capital letters correctly.</p> <p>Write simple phrases and sentences that can be read by others demonstrating accuracy of segmenting.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Begin to demonstrate ascending and descending letters.</p> <p>Demonstrate appropriate size handwriting.</p> <p>Begin to demonstrate, letters sat on the line accurately.</p> <p>Write 2 to 4 word captions with more challenging red words: Include nouns and verbs.</p> <p>I saw a bug. I went swimming I made a ring. I have two legs.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Demonstrate accuracy of ascending and descending letters.</p> <p>Demonstrate appropriate size handwriting.</p> <p>Demonstrate, letters sat on the line accurately.</p> <p>Write 2 or 3 short sentences with words with known letter-sound correspondences showing an awareness of a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Create a speech bubble and know that a speech bubble is a way to show a character is talking.</p>	<p>Begin developing a dynamic tripod grasp.</p> <p>Demonstrate fluent handwriting using the tripod grip, where letters are correctly formed, size appropriate, sat on the line accurately and showing ascending and descending letters.</p> <p>Write 4 or 5 sentences with words with known letter-sound correspondences using a capital letter and full stop accurately.</p> <p>Re-read what they have written to check that it makes sense and self correct where necessary.</p> <p>Use a capital letter to start a sentence and full stop to end a sentence.</p>
<p>Mathematics (MNP)</p> <p><i>Term 1 Workbook A</i> <i>Term 2 Workbook B</i> <i>Term 3 Workbook C</i></p>	<p>Learning Strand: Matching Objective: To be able to identify similarities and differences across a range of criteria, for example by colour, shape, size, texture and function.</p>	<p>Learning Strand: Time Objective: To talk about time in terms of night and day, days of the week and months of the year.</p> <p>Learning Strand: Numbers up to 5</p>	<p>Learning Strand: Counting Objective: To understand zero as an empty set.</p> <p>Learning Strand: Counting and Ordering Objectives: To be able to count to 10</p>	<p>Learning Strand: Counting Objective: To be able to create number bonds to make 7–10.</p> <p>Learning Strand: Patterns Objective:To be able to</p>	<p>Learning Strand: 3D shapes (from Term 2 on MNP website) Objective: To be able to recognise 3D shapes and to build with 3D shapes.</p> <p>Learning Strand: : Counting to Add</p>	<p>Learning Strand: : Odds and Evens Objective: To be able to recognise and understand odd and even numbers.</p> <p>Learning Strand: Mass Objective: To be able to</p>

<p><i>See MNP guidance for specific vocabulary taught linked to each objective</i></p>	<p>Learning Strand: Sorting Objective: To be able to sort by colour, shape, size, texture, orientation and function.</p> <p>Learning Strand: Comparing and Ordering Objective: To be able to compare and order by size, length and time.</p> <p>Learning Strand: AB Patterns Objective: To be able to recognise, extend, create and fix simple AB patterns.</p> <p>Learning Strand: Counting Objective: To be able to count reliably (with one-to-one correspondence and understanding of cardinality) up to five forwards and backwards.</p> <p>Learning Strand: Counting Objective: To be able to compare numbers, order and write numbers to five.</p>	<p>Objective: To know the 1 more than, 1 less than relationship between consecutive whole numbers.</p> <p>Learning Strand: Numbers up to 5 Objective: To be able to represent the numbers 1–5 in different ways.</p> <p>Learning Strand: 2D Shapes Objective: To recognise language associated with 2D shapes, specifically triangles and squares.</p> <p>Learning Strand: 2D Shapes Objective: To recognise language associated with 2D shapes, specifically rectangles and circles.</p> <p>Learning Strand: Positional Language Objective: To understand and use positional language.</p>	<p>forwards and backwards.</p> <p>To understand ordinal numbers and be able to name positions, e.g. first, second, third, etc.</p> <p>Learning Strand: Counting Objectives: To represent numbers on a five and ten frame.</p> <p>To match number names to numerals and to representations on ten frames up to 10.</p> <p>To write numbers to 10.</p> <p>Learning Strand: Addition Objective: To use a counting all strategy to combine two sets up to 10.</p> <p>Learning Strand: Comparing and Ordering Objectives: To compare quantity.</p> <p>To count on and back to find 1 more and 1 fewer.</p> <p>To be able to order numbers to 10.</p> <p>Learning Strand: Counting Objective: To find number bonds for numbers up to 6.</p>	<p>copy, continue and create AAB, ABC and AABC patterns.</p> <p>Learning Strand: Measuring Lengths and Heights Objective: To be able to measure end-to-end length, compare lengths and use non-standard units of measurement.</p> <p>Learning Strand: Capacity Objectives: To be able to use the language ‘empty’, ‘full’ and ‘half full’ to describe how much is in a container.</p> <p>To be able to measure the capacity of containers.</p> <p>Learning Strand: 2D Shapes Objective: To be able to compose 2D shapes using tangrams and pattern blocks.</p>	<p>Objective: To be able to use counting on as a strategy for addition.</p> <p>Learning Strand: Counting Forwards and Backwards Objectives: To be able to count forwards and backwards within 10.</p> <p>To recognise 1 more and 1 less.</p> <p>Learning Strand: Counting to 20 Objective: To be able to count to and from 20.</p> <p>Learning Strand: Doubling Objectives: To be able to double numbers 1–5.</p> <p>To be able to recognise doubles and non-doubles.</p> <p>Learning Strand: Halving and Sharing Objective: To be able to halve sets of items and even numbers by sharing into 2 equal groups.</p>	<p>understand the mass of different objects.</p> <p>Learning Strand: Volume and Capacity Objective: To be able to describe and compare different capacities.</p> <p>Learning Strand: Money Objective: To recognise 1p, 2p, 5p and 10p coins. To pay for items using a combination of these coins. To calculate change from 10p.</p> <p>Learning Strand: Data Objective: To be able to collect and represent data sets.</p> <p>Learning Strand: All Objectives: To be able to develop problem-solving skills.</p> <p>Learning Strand: Word Problems Objective: To focus on word problems.</p>
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Expressive Arts & Design (Art & DT)

-Drawing & Painting
- Printing
- 3D Art (modelling & sculpture)
-Collage

Ongoing throughout the year:

1. Draw a picture with purpose, deciding what to draw before making marks.
2. Return to and build on their previous learning, refining ideas and developing their ability to represent them.
3. Begin to use drawings to tell a story.
4. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
5. Share their creations, explaining the process they have used.

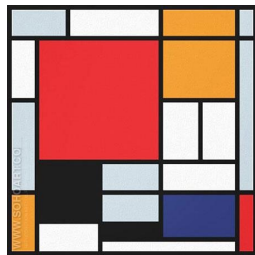
L1. To draw a picture of my family (that resembles a head and body).

L2. Explore using a variety of mark-makers (pencil crayons, crayons, chalk, pastels and charcoal). Explore which one's smudge and which one's don't.

L3. Explore weaving using thick ribbon in and out (outdoor fence behind stage).

L1. Explore artists - Piet Mondrain and Mary Quant and create a picture inspired by their work using primary colours. Know that red, blue and yellow are primary colours. Decide which mark-maker will be best to create the best effect (felt-tips, pencil crayons or chalk) and explain why.

Demonstrate control when using colouring pens and pencils to stay within the lines.



L2. Explore what happens mixing primary colours to create secondary colours.

When painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.

L3. Use scissors and glue to cut out rectangles and squares to create a picture/collage inspired by Piet Mondrain and Mary Quant.

L1. Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern.

L2. Using clay and tools make/sculpt a bowl (inspired by 'goldilocks and the three bears'). Research examples to identify shape and design.

L3. Paint/print/decorate the bowl using repeating patterns. Research patterns on bowls for inspiration.

L1. Explore printing using natural materials noticing textures and patterns (use sticks, leaves and pine-cones, stones, string, to create a picture inspired by Orla Kiely).



L2. To draw a self portrait using a mirror (display in class). Pay attention to details and select appropriate colours to colour in.

L3. Design and make a hat (book Hats of faith) using a range of skills such as folding, cutting, joining, sticking and colouring.

L1. Explore artist - Kandinsky and create a picture inspired by their work. Use a template with 12 squares. First paint the 12 squares choosing the appropriate tools to create a background for our collage.

L2. Continue to develop Kandinsky inspired art. Draw and cut circles of different sizes.

L3. Continue to develop Kandinsky inspired art. To combine materials using layering (sticking the circles of different sizes on top of one another).



L1. Using clay make a sculpture of a chosen minibeast shaping, moulding and combining pieces, with a systematic approach e.g. begin with the body, add a head, wings, legs etc.

L2. In groups of 4 collaboratively create a model using recycled materials and loose parts. Share their creations, explaining the process they have used.

**Expressive Arts
& Design
(Music - Charanga
& Drama)**

**Music & Computing on
Alternate Weeks :**
**Music taught weeks 1, 3 & 5
of each half term**

**Ongoing throughout
the year:**

1. Develop storylines in their pretend play.
2. Sing a range of well-known nursery rhymes and songs.
3. Recount narratives and stories with peers and their teacher.
4. Perform songs, rhymes, poems and stories with others
5. Make use of props and materials when role playing characters in narratives and stories.
6. Invent, adapt and recount narratives and stories with peers and their teacher.

Theme - Me!

Explore and engage in music making and dance, performing solo or in groups.

Listen attentively, watch and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses (**Dance Unit in PE**)

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Christmas Show rehearsal

Theme - Our World

Use body percussion during a performance.

Identify tapping, banging, shaking and scraping instruments.

Explore and engage in music making and dance, performing solo or in groups.

Theme - Big Bear Funk

Sing in a group (or on their own), matching the pitch and following a melody.

Sing and dance in a group (or on their own), matching the pitch and following a melody whilst moving in time to the music (copying movement patterns).

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

<p>Computing (Mini Mash and iCompute)</p> <p><i>Music & Computing on Alternate Weeks: Computing taught weeks 2, 4 & 6</i></p> <p>See iCompute website for Lesson Plans specific vocabulary</p>	<p>Mini Mash - L1 - Numbers & Counting - Ladybird doubling. To click and drag to form a number.</p> <p>L2 - Numbers & Counting - Ordering numbers quiz. One more and one less. To click and select the correct answer.</p> <p>L3 - Reading & Writing - Phonics, Phase 2 spellings. Click and drag the missing sound.</p>	<p>Mini Mash - L1, 2 & 3 - Reading & Writing - 'My Simple Story' To click, drag, drop and type to draw a picture and type a label or caption.</p>	<p>iCompute computing lessons:</p> <p>L1 - iMke Algorithms - To understand that nursery rhymes involve sequences -To create simple flow charts for popular nursery rhymes</p> <p>L2 - iMake Pixel Art - To decode simple digital images by colouring pixels</p> <p>L3 - iMake Art - To identify and compare simple 2D shapes - To use digital tools to create artwork</p>	<p>iCompute computing lessons:</p> <p>L1 - iMake Media - To understand that devices can be used to capture images - To explore using software to combine images, sound and text</p> <p>L2 - iCan Move - To develop basic mouse skills</p> <p>L3 - iCan Turn - To program a toy to move and make turns</p>	<p>iCompute computing lessons:</p> <p>L1 - iCan animate - To create a simple animation using stop motion</p> <p>L2 - iCan Model - Compare real life and virtual situations - Begin to understand that computers can represent real or imaginary situations</p> <p>L3- iCan Direct - To give and follow simple directions</p>	<p>iCompute computing lessons:</p> <p>L1 - iStay Safe - To understand that the Internet can be used to visit places and learn from - To compare staying safe online to staying safe in the real world</p> <p>L2 - iSearch Online - To search digital content</p> <p>L3 - iCan program - To give simple commands to a programmable toy</p>
<p>Understanding the World</p>						
<p>Understanding the World -</p>	<p>Believing F2 - Which people are special and why?</p>	<p>Believing F1 - Which stories are special and why?</p>	<p>Expressing F3 - Which places are special and why?</p>	<p>Expressing F4 - Which times are special and why?</p>	<p>Living F5 - Where do we belong?</p>	<p>Living F6 - What is special about our world and why?</p>

<p style="text-align: center;">RE (People, Culture & Communities)</p>	<p>1. I can talk about people who are special to me</p> <p>2. I know what makes my family special to me.</p> <p>3. I can identify qualities that make a good friend.</p> <p>4. I know what makes me a good friend.</p> <p>Extend: I can talk about a story that made Jesus a good friend.</p>	<p>1. What is your favourite story? What do you like about it, and why?</p> <p>2. Which stories are special and why? (The Diwali story)</p> <p>3. What stories do you know about Jesus? (I can recognise some religious words: Jesus/ Bible)</p> <p>4. What do you think Jesus was (is) like? Parable of two sons. Sully the Seagull A Story About Keeping Promises (Youtube)</p> <p>5. Do you know any Bible stories?</p> <p>6. Which stories are special and why? (The Nativity story)</p>	<p>1. Where do you feel safe? Why?</p> <p>2. Where do you feel happy? Why?</p> <p>3. Where is special to me?</p> <p>4. Where is a special place for believers to go?</p> <p>5. What makes this place special?</p>	<p>1. What special times have you had? What did you celebrate and how?</p> <p>2. What do other people celebrate?</p> <p>3. What happens at festivals, and why?</p> <p>4. What stories can you remember about festivals?</p> <p>5. What are the similarities and differences between different people's special times?</p>	<p>1. How do we show love and respect/how do I know I am loved?</p> <p>2. How do we show people they are welcome?</p> <p>3. Where do you belong? How do you know you belong?</p> <p>4. What makes us feel special about being welcomed into a group of people? (recall simply what happens at a traditional Christian infant baptism & what happens when a baby is welcomed into Islam - ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family)</p>	<p>1. What do you like in nature? What is your favourite thing and why?</p> <p>2. Why do some people say the world is special? What do you think is special about the world?</p> <p>3. What stories of creation do Christians tell? (biblical creation story, e.g 'In the beginning' by Steve Turner)</p> <p>4. What do people say about how we should look after the world? How do you think we should look after the world? (e.g. From Islam: 'Muhammad and the ant' and 'Muhammad and the thirsty camel')</p>
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<p>Understanding the World - Geography (People, Culture & Communities)</p>	<p>Develop their sense of responsibility and membership of a community (provide class jobs such as coat monitor, area monitors, litter pickers etc)</p> <p>Key Text - All Are Welcome</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities</p> <p>Key text - Who Are You?</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Key text - Stickman <i>(explore the idea of physical and human features by asking questions such as who put that there e.g. streams, trees, bridges and houses)</i></p> <p><i>Walk around school grounds to see the park, houses, flats and City stadium (from window on main stairs)</i></p>	<p>Recognise and explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Key text - We All went on Safari? <i>(explore planes/flat land, mountains, climate, dress/clothing, animals)</i></p> <p>Key text - Home</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Key text - Hat's of Faith</p> <p>Begin to recognise some environments that are different to the one in which they live (Handa's Surprise)</p> <p>Key Text - Handa's Surprise .</p>	<p>Know that Earth is made of two parts, land and sea.</p> <p>Know that land is flat but has hills and mountains.</p> <p>Name some animals that are found on land, sea and sky.</p> <p>Key text - Here We Are & Snail and the Whale</p> <p>I can explain how to take care of different environments and have a basic understanding of why this is important.</p> <p>Key text - Dear Earth</p>	<p>Know that a town is a big place with lots of people, homes and shops.</p> <p>Name the town that they live in within the city Manchester (Harpurhey, Collyhurst, Miles Platting, Blakely, Moston etc)</p> <p>Draw information from a simple map (school site or local area) and use locational and directional language (near and far).</p> <p>Key text - Home</p>
<p>Understanding the World - History (Past & Present)</p>	<p>Understand the sequence of days of the week (using visual timetable)</p> <p>Talk about the lives of the people around them and their roles in society (people who help us).</p>	<p>Begin to make sense of yesterday, today, and tomorrow (refer to this each day when reviewing visual timetable - yesterday was Tuesday, today is Wednesday, Tomorrow will be Thursday).</p> <p>I know that things happening now are the present and the things that have happened to me are in the past (relate this to morning, afternoon and this evening e.g. This morning has been so it is in the past, it is now the afternoon the present</p>	<p>I know that life was different in the past. (Explore this concept looking at technology, toys, homes, jobs).</p> <p>I can explore real life objects and pictures and books to find out more about familiar situations in the past (of technology, toys, homes, jobs)</p>	<p>I know that people in my family were younger in the past and that their life was different to mine (set this as a dojo activity to research and find out about their parents - looking at photos of them as a child/baby)</p> <p>I know the developmental stages of humans; babies, toddlers, children, adults, elderly.</p> <p>I can sequence events from my life - use pictures of the children when they were babies - toddlers - children</p>	<p>I can talk about events in the last year and I can explain how I have changed and grown this year (reflecting on our year at school).</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Key text - Dogger</p>	<p>I can ask questions to find out more about past events (before their living memory).</p> <p>I can ask questions to find out more about significant people from the past (before their living memory).</p> <p>Understand the sequence of months of the year.</p>

		<p>and the future is what hasn't happened yet, going home to have your tea and go to bed).</p>		<p>I know that as we grow we become more independent but when we become elderly we may need more support from our families or care workers who can help to provide care.</p>		
<p>Understanding the World - Science (The Natural World) <i>Ongoing throughout the year:</i></p> <ol style="list-style-type: none"> 1. Explore how things work. 2. Use their senses to talk about what they see, hear, feel, smell and taste using a wide vocabulary. 3. Begin to understand the need to respect and care for the natural environment and all living things (immediate 	<p>Know that the Season Autumn includes the months September, October, November.</p> <p>Understand some important processes and changes in the natural world around them affect Autumn; shorter days and longer nights (reduced daylight). Identify the changes to the leaves on the trees. Make links to crops and harvest. Explore changes in weather and temperature from Summer to Autumn.</p> <p>Explore what materials we wear in Autumn to keep us warm and dry.</p>	<p>Use their senses to make observations, predictions and describe what they see, hear, smell, feel and touch.</p> <p>Name the main body parts and say which part of the body is associated with each sense.</p> <p>Key texts - explore non fiction books about 'My body' & Funnybones</p> <p>Identify and name common animals such as cats, dogs, birds, fish, cows, sheep, horse.</p> <p>Key texts - Here We Are</p> <p>Know the name of the</p>	<p>Know that the Season Winter includes the months December, January, February.</p> <p>Understand some important processes and changes in the natural world around them affect Winter; shorter days and longer nights (reduced daylight). It is the coldest season. We may notice frost, ice, hail and snow. Some trees lose their leaves altogether. Animals and birds hibernate.</p> <p>Explore what materials we wear in Winter to keep us warm.</p>	<p>Know that the Season Spring includes the months March, April, May.</p> <p>Understand some important processes and changes in the natural world around them affect Spring; longer days and shorter nights (longer exposure to daylight), more sunshine, warmer weather than Autumn (increased temperature). Trees grow leaves again, flowers bloom, new life, animals and birds emerge from hibernation.</p> <p>Explore what materials we wear in Spring to keep us dry.</p>	<p>Know that plants are living things.</p> <p>Identify the parts of a plant, roots, stem, leaf, flower.</p> <p>Identify five things a plant needs to stay alive (soil, space, water, sunlight and air).</p> <p>Key texts - explore non-fiction book 'Plants'</p> <p>Explore different materials (wood, plastic, glass, and metal) and use senses to describe how they look and feel.</p> <p>Key texts - explore non-fiction book 'materials'</p>	<p>Know that the Season Summer includes the months June, July, August.</p> <p>Understand some important processes and changes in the natural world around them affect Summer; longer days and shorter nights (longer exposure to daylight), more sunshine, warmer weather than Spring (increased temperature). Lots of flowers, notice more bees and butterflies.</p> <p>Explore what materials we wear in Summer to keep us cool yet protect us from the sun.</p>

<p>environment - dandelions, trees) 4. Observe changes across the 4 seasons. 5. Notice and describe the weather. 6. Explore differences between different types of trees and different types of plants.</p>	<p>Key texts - explore non-fiction seasons books and the book 'Autumn'</p>	<p>animals young. Know key features of each animal. Be able to compare / talk about similarities and differences between animals.</p>	<p>Key texts - explore non-fiction book 'Winter'</p>	<p>Key texts - explore non-fiction book 'Spring' Explore the life cycle of a chick (notice changes as they grow)</p>		<p>Key texts - explore non-fiction book 'Summer' 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. Key texts - Handa's surprise & We are on Safari</p>
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Reception Understanding the World

Experiences

Provide Opportunities for Working Scientifically in the Natural World:

Opportunities for children to...

observe, explore, ask and answer questions, classify groups, use simple equipment and perform simple tests, be involved in recording data, sort and group, sequence, compare and contrast, enquire, investigate, think, listen, solve problems, make decisions, predict and test, evaluate, and describe

Provide Opportunities for children to explore current festivals and celebrations that are going on in the world to develop their understanding of People, Culture and Communities:

- *Diwali*
- *Christmas*
- *Easter*
- *Eid*
- *Provide opportunities to work with families to share and celebrate their cultural traditions and beliefs*
- *Walk around school - who is who and what is their role in helping us*

	<ul style="list-style-type: none"> ● <i>Walk in the local area - What goes on in their local area (people who help us in the community)</i> <p>Provide Opportunities to explore Past and Present:</p> <ul style="list-style-type: none"> ● <i>Through high quality texts (settings, characters and events encountered in books)</i> <p>Provide opportunities for children to Explore Understanding of The World through the characteristics of Effective learning:</p> <ul style="list-style-type: none"> ● <i>Playing and Exploring</i> ● <i>Active Learning</i> ● <i>Creating and Thinking Critically</i> 		
<p>Questions to explore</p>	<ul style="list-style-type: none"> ● What would happen if... ● I wonder what... ● What do you think might happen when... ● How did that happen? ● What do we need to do to begin...? ● How does it work? ● What do you think is happening? ● What might you change? ● Can you think of... ● What is your plan... ● Tell me what... ● Can you think of other ways to... ● What do you observe/see? 	<ul style="list-style-type: none"> ● I wonder how... ● I wonder what will happen next... ● I wonder what will happen if we change this... ● What is the best part of being the oldest in your family/(Who is the oldest/youngest in your family?) ● What do you think might happen next? ● What made you think of that? ● How could you... ● What do you see, hear, feel, taste, smell? ● Tell me why... ● What should we put here? ● What is the same? ● What is different? 	<ul style="list-style-type: none"> ● Do you have any ideas... ● How could we figure that out? ● Which do you think will work & why? ● What might you keep the same? ● Now tell me about a time when... ● How did you come up with that solution? ● Tell me how... ● Help me fix this... ● Do you have any ideas for solutions? ● Are there any other ways we could... ● What do you think about..." ● Compare x and y? ● Sort these items into groups/sets. ● Look closely at x, what do you observe? ● What questions does x make you want to ask?
<p>Vocabulary</p>	<p>Children need vocabulary centred around the following themes...</p> <ul style="list-style-type: none"> ● Plants - flower, tree, trunk, branches, leaves, roots, stem, petals, water, air, space, soil, sunlight ● Animals - compare animals by habitats, features (e.g. snout, paws, hooves, udders etc), know the name of their young ● Humans - baby, toddler, child, teen, adult, elderly, senses, basic body parts ● Environment (weather & seasons) - snow, ice, wind, rain, frost, fog, sunny, cloudy, shadows, Autumn, Spring, Summer, Winter ● Materials - wood, glass, plastic, metal, rock, water, sand, natural, man-made, wet, dry, warm, cool, hard, soft, smooth, shiny, ● Temperature - hot, warm, cold, freezing ● Size - big, small, more, less, bigger, biggest, smaller, smallest ● Sequencing - days of the week and months of the year, visual timetable for daily routine 		