



Brinscall St John's CE/Methodist Primary School Curriculum Map 2024 - 2025

Key Stage: Foundation Stage

Year Group: Reception

Teacher: Mrs Hammersley

	Autumn 1 (7) All About Me	Autumn 2 (8) Down in the woods Christmas	Spring 1 (5) Dinosaurs	Spring 2 (6) People who help us	Summer 1 (6) Growing and changing	Summer 2 (6+3) We're on a journey	<u>ELG</u>
Prime Area Communication and Language Listening, attention and understanding Speaking	<u>Speaking skills</u> Speak clearly Communicate with different people.	<u>Speaking skills</u> Speak clearly Communicate with different people.	<u>Speaking skills</u> Speaking in more detailed sentences. Develop vocabulary Use story language	<u>Speaking skills</u> To use and because conjunctions to extend ideas Use story language Developing vocabulary	<u>Speaking skills</u> Ask questions Use correct tenses Give reasons for actions, events and activities Talk to connect ideas To use but so or conjunctions to extend ideas.	<u>Speaking skills</u> Ask questions Use correct tenses Give reasons for actions, events and activities Talk to connect ideas To use but so or conjunctions to extend ideas.	Listening, Attention & Understanding Children at the expected level of development will: - 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; -Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with
	<u>Listening Skills</u> Listen to others in different contexts. Maintain attention in familiar contexts Follow simple instructions	<u>Listening Skills</u> Listen to others in different contexts. Maintain attention in familiar contexts Follow simple instructions	<u>Listening skills</u> Maintain attention in unfamiliar contexts. Ask and answer simple questions in different contexts e.g. what, who, when, where?	<u>Listening skills</u> Maintain attention in unfamiliar contexts. Ask and answer simple questions in different contexts e.g. what, who, when, where?	<u>Listening skills</u> Respond and answer where how and why questions	<u>Listening skills</u> Respond and answer where how and why questions	
	<u>Speaking and listening skills put into action.</u> To start a conversation with an adult or a friend and continue it for many turns. To use talk to organise themselves and their play: "Let's play in the kitchen... you make a cake... I'll set the table." To 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. To be able to talk about familiar books, and be able to tell a story. To engage in story times. To begin to understand how to listen carefully and why listening is important.	<u>Speaking and listening skills put into action.</u> To understand how to listen carefully and why listening is important. Describe events in some detail. Use talk to help work. Engage in non-fiction books. Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. Learn songs.	<u>Speaking and listening skills put into action.</u> Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Begin to articulate their ideas and thoughts in well-formed sentences. Begin to use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Engage in non-fiction books.	<u>Speaking and listening skills put into action.</u> Use new vocabulary through the day. Connect one idea or action to another using a range of conjunctions. Listen to and talk about stories to build familiarity and understanding. Learn rhymes. Begin to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<u>Speaking and listening skills put into action.</u> Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Learn poems. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<u>Speaking and listening skills put into action.</u> Connect one idea or action to another using a range of conjunctions. Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts.	

	<p><u>How we will practise these skills.</u> Making friends Meeting Y6 buddies Share a book with a buddy. Following classroom instructions and routines. Show and tell Story time Learning rhymes All about me books To talk to class teachers and support staff Talk Boost identification Good morning at registration and calendar.</p>	<p><u>How we will practise these skills.</u> Show and tell Story time Retelling stories. Using puppets to create character's voices. Shadow puppets. Learning rhymes Group work discussions Team games</p>	<p><u>How we will practise these skills.</u> Talk about familiar events in more detail. Ask and answer questions about other cultures. Speak in full sentences.</p>	<p><u>How we will practise these skills.</u> Recite poems and songs Develop story language Deliver a worship to an audience Listen to visitors and ask questions</p>	<p><u>How we will practise these skills.</u> Developing vocabulary Describe events in some detail Deliver a worship to an audience</p>	<p><u>How we will practise these skills.</u> Developing vocabulary Reflect on experiences throughout Reception. Transition to Y1 – getting to know new adults</p>	modelling and support from their teacher
<p><u>Prime Area</u> Self regulation (PSHE)</p>	<p><u>Skills</u> Express and understand feelings To communicate choices Following instructions and requests. Understand and follow rules</p> <p><u>How we will practise these skills.</u> Inside out introduction to characters and feeling pots Lunch time canteen modelled Rules for routines in different environments Scarf resources</p>	<p><u>Skills</u> Show care and concern for others Engage in challenges</p> <p><u>How we will practise these skills.</u> Discuss showing care and concern for other through stories. Complete challenges in provision Scarf resources</p>	<p><u>Skills</u> To communicate in unfamiliar situations. Following instructions in a range of contexts Explain feelings Change and adapt behaviour in a range of situations Show sensitivity to others</p> <p><u>How we will practise these skills.</u> Discuss character's feelings in stories and relate to own lives. Values certificates Scarf resources</p>	<p><u>Skills</u> To communicate in unfamiliar situations. Following instructions in a range of contexts Explain feelings Change and adapt behaviour in a range of situations Show sensitivity to others</p> <p><u>How we will practise these skills.</u> Deliver a worship to an audience Local village walk – road safety Scarf resources</p>	<p><u>Skills</u> Show awareness of how actions may impact others. Develop resilience</p> <p><u>How we will practise these skills.</u> Sharing resources Bouncing back when things go wrong Being kind to living creatures Being kind to animals Identify times they have felt the inside out emotions and articulate them. (Happy mind resources)</p>	<p><u>Skills</u> Show awareness of how actions may impact others. Develop resilience</p> <p><u>How we will practise these skills.</u> Transition activities Coping with change What worries me Identify strengths and targets Sharing resources Bouncing back when things go wrong Identify times they have felt the inside out emotions and articulate them.</p>	<p>Children at the expected level of development will: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -Give 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><u>Prime Area</u></p> <p>Managing self (PSHE)</p>	<p><u>Skills</u> Talk about likes and dislikes Understand and follow simple rules Be independent Try new activities Take care of own belongings Personal hygiene Follow rules to keep safe Communicate needs</p> <p><u>How we will practise these skills.</u> Growth mind set Personal hygiene – toileting, hand washing, use of tissues and regular access to water bottles. Healthy diet Making fruit salad Personal trays, coat pegs. Looking after the classroom and resources. Getting changed for PE</p>	<p><u>Skills</u> Talk about likes and dislikes Understand and follow simple rules Be independent Try new activities Take care of own belongings Personal hygiene Follow rules to keep safe Communicate needs Understand rules linked to road safety.</p> <p><u>How we will practise these skills.</u> Explore who keeps us safe through stories Stranger danger Keeping safe during bonfire night Increasing self-confidence to speak to others and wants and interests. Prepare for walk with buddies</p>	<p><u>Skills</u> Be considerate to the needs of others Knowledge and vocabulary of food groups Oral hygiene Understand rules linked to road safety.</p> <p><u>How we will practise these skills.</u> Modelling being considerate Values certificates Choose healthy food options Know what it means to be healthy How to brush teeth</p>	<p><u>Skills</u> Be considerate to the needs of others Knowledge and vocabulary of food groups Oral hygiene Understand rules linked to road safety.</p> <p><u>How we will practise these skills.</u> Look what happens at the dentist Identify fruit and veg, meat and alternatives, dairy. Where they come from. Vocabulary of food groups Understanding different diets and allergies.</p>	<p><u>Skills</u> Respect the viewpoint of others Seek challenge Use language to negotiate, cooperate and organise play Understand rules linked to road safety. To understand the importance of exercise.</p> <p><u>How we will practise these skills.</u> Recognise the value of forgiveness. Saying sorry Sharing resources Road Safety Effects of exercise on our bodies</p>	<p><u>Skills</u> Respect the viewpoint of others Seek challenge Use language to negotiate, cooperate and organise play Understand rules linked to road safety.</p> <p><u>How we will practise these skills.</u> Recognise the value of forgiveness. Saying sorry Sharing resources Road Safety Effects of exercise on our bodies Sport's day</p>	<p>Children at the expected level of development will: -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p><u>Prime Area</u></p> <p>Building relationships (PSHE)</p>	<p><u>Skills</u> Engage in positive interactions with others. Work together. Understand the rules of social interaction. Communicate positively with others.</p> <p><u>How we will practise these skills.</u> Familiarise themselves with adults in school. Y6 buddies Making new friends Playing team games Knowing who can help them. Quiet spaces in classroom</p>	<p><u>Skills</u> Engage in positive interactions with others. Work together. Understand the rules of social interaction. Communicate positively with others.</p> <p><u>How we will practise these skills.</u> Familiarise themselves with adults in school. Discuss who they can talk to and what about. Y6 buddies Making new friends Playing team games Knowing who can help them. Quiet spaces in classroom</p>	<p><u>Skills</u> Communicate with our friends. Respond appropriately and explain reasons.</p> <p><u>How we will practise these skills.</u> Discuss who they can talk to and what about. Playing games Taking turns Sharing resources Talk about what they've been doing Collaborative tasks.</p>	<p><u>Skills</u> Communicate with our friends. Respond appropriately and explain reasons.</p> <p><u>How we will practise these skills.</u> Discuss who they can talk to and what about. Playing games Taking turns Sharing resources Talk about what they've been doing Collaborative tasks.</p>	<p><u>Skills</u> Use language to negotiate Show sensitivity to others Resolve conflict</p> <p><u>How we will practise these skills.</u> Reflection of emotions this year-who have they spoken to about them this year? Playing games Taking turns Sharing resources Talk about what they've been doing To recognise the value of forgiveness. Saying sorry</p>	<p><u>Skills</u> Use language to negotiate Show sensitivity to others</p> <p><u>How we will practise these skills.</u> Reflection of emotions this year-who have they spoken to about them this year? Playing games Taking turns Sharing resources Talk about what they've been doing To recognise the value of forgiveness. Saying sorry</p>	<p>Children at the expected level of development will: -Work and play cooperatively and take turns with others; -Form positive attachments to adults and friendships with peers; -Show sensitivity to their own and to others' needs.</p>

<p><u>Prime Area</u></p> <p>Gross motor skills (PE)</p>	<p><u>Fundamental Movement skills</u></p> <p>Jumping, hopping, underarm throw, overarm throw, catch with increasing accuracy, climb under, over and through climbing equipment. Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus.</p> <p><u>How we will practise these skills.</u></p> <p>PE Passport Small group fundamental skills run by CSSP Introduction to adventure trail with Y6 buddies. Teach playtime / lunchtime lining up. Outdoor area - Body strength – with and without tools and equipment e.g. sky writing outdoors, carrying, pushing, pulling, digging. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p><u>Superworm - Fundamental movement skills</u></p> <p>Jumping, travel in a variety of ways low to the ground, hopping, skipping, catch a large ball, climb under, over and through balance and climbing equipment, pull themselves up on climbing equipment. Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus.</p> <p><u>How we will practise these skills.</u></p> <p>PE Passport Festive multi skills run by CSSP Outdoor area - Body strength – with and without tools and equipment e.g. sky writing outdoors, carrying, pushing, pulling, digging. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p><u>Rumble in the Jungle Fundamental movement skills</u></p> <p>Travel on hands and feet Roll in a variety of ways, use an underarm and overarm throw with increasing accuracy. Balance bike skills run by CSSP. Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus.</p> <p><u>How we will practise these skills.</u></p> <p>PE Passport Outdoor area – Rolling e.g. skittles, large dice etc. Digging, brushing, pushing, pulling, carrying. Large scale foam jigsaws. Create own dance using movement cards. Be aware of how to keep themselves healthy and well on chillier days. How can they keep warm and dry? What clothes would be the most suitable?</p>	<p><u>Hungary Caterpillar Fundamental movement skills</u></p> <p>Jumping, travelling in a variety of ways low to the ground, travel under, over and through balance and climbing equipment, balance on a range of body parts, throw underarm, roll in a variety of ways. Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus.</p> <p><u>How we will practise these skills.</u></p> <p>PE Passport Festive multi skills run by CSSP Outdoor area - balance bikes, scooters etc People who help us role play – lollipop people, fire brigade, police, ambulance etc. Make vehicles to represent fire engines, ambulances and police cars out of recycling boxes then use them in role play.</p>	<p><u>Jack and the Beanstalk Fundamental movement skills</u></p> <p>Experiment with different ways of moving, use increasing control over an object by touching, pushing, patting, throwing or catching, move with control and coordination, use a range of small and large equipment, jump and land appropriately, roll in a variety of ways, roll a ball accurately, climb up and down apparatus using alternate feet. Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus.</p> <p><u>How we will practise these skills.</u></p> <p>PE Passport Outdoor area – balance bikes, scooters etc Growing and planting activities. Digging in soil Outdoor area - using gardening tools Insect house Mini beast hunt</p>	<p><u>Transport Fundamental movement skills</u></p> <p>Travel in a variety of ways, adjust speed and direction to avoid obstacles, show increasing control over an object pushing it, perform a variety of gymnastic rolls, overarm throw, climb play climbing equipment. Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus.</p> <p><u>How we will practise these skills.</u></p> <p>PE Passport Sports Day Festive multi skills run by CSSP Outdoor area - using balance bikes, scooters etc Mark making roads, runways, railway tracks, waves etc to role play with. Build different types of transport to role play.</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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<p>Prime Area</p> <p>Fine motor skills</p>	<p>Skills</p> <ul style="list-style-type: none"> • Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release, exploring mark making using fingers and media. • Strength – shoulder, elbow, wrist, fingers. • Lines and Patterns - uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots. • Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences. <p><u>How we will practise these skills.</u></p> <p>Large movements with scarves, paintbrushes, chalk.</p> <p>Dough disco</p> <p>Playdough manipulation</p> <p>Following line patterns</p> <p>Using triangular pencils, chunky paint brushes, chunky chalk, scissors.</p> <p>Manipulating toys to help strengthen hand muscles e.g. Duplo</p> <p>Forming letters using handwriting patters linked to phonics.</p> <p>Pincer grip activities</p> <p>Tearing paper</p> <p>Practise using cutlery</p> <p>Practise cutting skills using knife – bridge grip on soft fruits.</p> <p>Peeling fruit</p> <p>See scissor skills progression</p> <p>See pencil grip and control progression</p>	<p>Skills</p> <ul style="list-style-type: none"> • Demonstrates left/right hand dominance. • Demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment linked to drawing • Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing. • Communication - talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others. <p><u>How we will practise these skills.</u></p> <p>Dough disco</p> <p>Playdough manipulation</p> <p>Drawing using different media</p> <p>Talking to adults and peers about their drawings</p> <p>Manipulating toys to help strengthen hand muscles.</p> <p>Forming letters using handwriting patters linked to phonics.</p> <p>Pincer grip activities</p> <p>Decorating the Christmas tree.</p> <p>Practise using cutlery at lunchtime</p> <p>See scissor skills progression</p> <p>See pencil grip and control progression</p>	<p>Skills</p> <ul style="list-style-type: none"> • Demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment linked to handwriting <p><u>How we will practise these skills.</u></p> <p>Dough disco – plasticine.</p> <p>Plasticine manipulation</p> <p>Manipulating toys to help strengthen hand muscles and increase accuracy e.g. Lego</p> <p>Pencil control activities</p> <p>See scissor skills progression</p> <p>See pencil grip and control progression</p> <p>Practise using cutlery at lunchtime</p> <p>Practise cutting skills using knife – bridge grip on soft fruits.</p> <p>Peeling fruit</p>	<p>Skills</p> <ul style="list-style-type: none"> • Pencil grip – holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure. <p><u>How we will practise these skills.</u></p> <p>Sketching skills using a variety of hard and soft graphite pencils and experimenting with different pressure</p> <p>See scissor skills progression</p> <p>See pencil grip and control progression</p> <p>Practise using cutlery at lunchtime</p> <p>Practise cutting skills using knife – bridge grip on harder fruits e.g. apple</p> <p>Peeling fruit</p>	<p>Skills</p> <ul style="list-style-type: none"> • Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly. <p><u>How we will practise these skills.</u></p> <p>See scissor skills progression</p> <p>See pencil grip and control progression</p> <p>Practise using cutlery at lunchtime</p> <p>Practise cutting skills using knife – bridge grip on harder fruits e.g. apple</p> <p>Peeling fruit</p> <p>Use thinner chalk to draw and write with</p>	<p>Skills</p> <ul style="list-style-type: none"> • Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name). <p><u>How we will practise these skills.</u></p> <p>See scissor skills progression</p> <p>See pencil grip and control progression</p> <p>Practise using cutlery at lunchtime</p> <p>Practise cutting skills using knife – bridge grip on harder fruits e.g. apple</p> <p>Peeling fruit</p> <p>Use thinner chalk to draw and write with</p>	<p>Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
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<p><u>Specific Area</u> Literacy Comprehension</p>	<p><u>Skills</u> Listening to stories Letters of the alphabet – lower case Recite simple songs and poems. Hold a book correctly Use picture clues to help read a simple text. Read left to right and top to bottom. Understand a simple instruction.</p> <p><u>How we will practise these skills.</u> Wordless and word books sent home to familiarise with conventions of books. Daily story time. Talk about favourite stories and vote for daily story time read. Daily phonics sessions Grandma Fantastic’s words</p>	<p><u>Skills</u> Retelling stories Letters of the alphabet – lower case Recite simple songs and poems. Talk about events, settings and characters Make simple predictions</p> <p><u>How we will practise these skills.</u> Learn rhymes Learn Christmas nativity songs Use small world provision activities to retell stories Phonics teaching Guided reading</p>	<p><u>Skills</u> Know letter names and capital letters Answer who, what, where, when questions Use gestures and actions to act out a story or event Make predictions and anticipate key events based on illustrations, story content and title. Identify vocabulary from text and use in own story telling.</p> <p><u>How we will practise these skills.</u> Puppets Role play Guided reading Phonics Word wall Stories</p>	<p><u>Skills</u> Know letter names and capital letters Sequence stories Answer who, what, where, when questions Use gestures and actions to act out a story or event Make predictions and anticipate key events based on illustrations, story content and title. Identify vocabulary from text and use in own story telling.</p> <p><u>How we will practise these skills.</u> Celebrate World Book Day Puppets Role play Guided reading Phonics Word wall Stories</p>	<p><u>Skills</u> Answering how and why questions. Inferring feelings of characters Giving own opinions when responding to stories Recall main events Use structure of known stories to retell own stories and act them out. Talk about themes of simple texts.</p> <p><u>How we will practise these skills.</u> Small world Guided reading Phonics Word wall Stories</p>	<p><u>Skills</u> Answering how and why questions. Inferring feelings of characters Giving own opinions when responding to stories Recall main events Use structure of known stories to retell own stories and act them out. Talk about themes of simple texts.</p> <p><u>How we will practise these skills.</u> Small world Guided reading Phonics Word wall Stories</p>	<p>Children at the expected level of development will: -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -Anticipate – where appropriate – key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<p><u>Specific Area</u> Literacy</p> <p><u>Focus Books</u></p>	<p>Nursery Rhymes Oi Frog (Rhyming) <i>by Kes Gray & Jim Field</i></p> <p>Supertato <i>by Sue Hendra & Paul Linnet</i></p> <p>Handa’s Surprise (Narrative) <i>by Eileen Browne</i></p>	<p>Poppies (Narrative) <i>CBeebies</i></p> <p>We’re Going on a Bear Hunt (Narrative) <i>by Michael Rosen</i></p> <p>Gruffalo <i>by Julia Donaldson</i></p>	<p>Tyrannosaurus Drip <i>by Julia Donaldson</i></p> <p>Rainbow Fish <i>by Marcus Pfister</i></p>	<p>The snail and the whale <i>by Julia Donaldson</i></p> <p>The Jolly Postman <i>by Allan Ahlberg</i></p> <p>Perfectly Norman <i>by Tom Percival</i></p>	<p>Katie and the sunflowers <i>by James Mayhew</i></p> <p>The Very Hungry Caterpillar <i>by Eric Carle</i></p> <p>Jack and the beanstalk (several authors)</p>	<p>Rosie’s walk (Narrative) <i>by Pat Hutchins</i></p> <p>The hundred decker bus <i>by Mike Smith</i></p> <p>The night pirates <i>by Peter Harris</i></p>	
<p><u>Specific Area</u> Literacy Word reading</p>	<p>Daily phonics lessons using our SSP. High frequency words sent home to practise reading. Appropriate reading books with words sent home that links with each child’s phonics ability. Choosing a library book to share at home for pleasure.</p>						<p>Children at the expected level of development will: -Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending; -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

<p><u>Specific Area</u></p> <p>Literacy Writing</p>	<p><u>Skills</u></p> <p>Give meanings to marks Know thoughts can be written down Copy adult writing behaviour Accurate letter formation Write name Initial sounds</p> <p><u>How we will practise these skills.</u></p> <p>Letter patters Copying adult writing Talk about what their marks on paper mean with an adult. Morning activity to write name.</p>	<p><u>Skills</u></p> <p>CVC words Accurate letter formation</p> <p><u>How we will practise these skills.</u></p> <p>Talk about what their marks on paper mean with an adult. Letter patters Phoneme frames Word building activities</p>	<p><u>Skills</u></p> <p>Accurate letter formation Build words with letter sounds Orally compose a sentence. Use writing in their play Write a simple phrase independently that can be read back by themselves Form letters of name correctly Write different text forms for different purposes e.g. menus Use finger spaces</p> <p><u>How we will practise these skills.</u></p> <p>Writing across provision. Using digraphs and trigraphs in writing linked to phonics. Independent write weekly in provision. Captions for pictures Use finger spacers when necessary</p>	<p><u>Skills</u></p> <p>Accurate letter formation Spell some irregular common words independently Know how to form clear ascenders and descenders. Write different text forms for different purposes e.g. menus Use finger spaces Form capital letters correctly</p> <p><u>How we will practise these skills.</u></p> <p>Using digraphs and trigraphs in writing linked to phonics. High frequency word activities Handwriting activities on lines Teacher led writing activities Independent write weekly in provision.</p>	<p><u>Skills</u></p> <p>Accurate letter formation Use familiar words in the writing Beginning to use simple sentence forms independently. Write different text forms for different purposes e.g. menus Use finger spaces. Use a full stop at the end of a sentence. Recognise that capital letters go at the start of a sentence.</p> <p><u>How we will practise these skills.</u></p> <p>Using digraphs and trigraphs in writing linked to phonics. Independent write weekly in provision. Modelled writing Group writing activities Writing in provision.</p>	<p><u>Skills</u></p> <p>Accurate letter formation Show awareness of an audience Write a simple narrative Write different text forms for different purposes e.g. menus Use finger spaces Write simple sentences using finger spaces that can be read by themselves and others.</p> <p><u>How we will practise these skills.</u></p> <p>Using digraphs and trigraphs in writing linked to phonics. Independent write weekly in provision. Modelled writing Group writing activities Writing in provision.</p>	<p>Children at the expected level of development will:</p> <p>-Write recognisable letters, most of which are correctly formed; -Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write simple phrases and sentences that can be read by others.</p>
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<p>Specific Area Mathematics Number and Numerical Patterns</p>	<p>Skills Rote count from 1. Recognise numbers to 3 Subitise numbers to 3 Count up to 3 objects, using 1:1 correspondence. Use counting to find out how many altogether Use the word zero to represent 0. Compare 2 sets of objects to identify more/less. Use part whole model to identify number bonds to 3. Represent amounts to 3 in their own ways. Write numerals to 3</p>	<p>Skills Rote count back from 5-1 Recognise numbers to 5 Subitise numbers to 5 Count up to 5 objects, using 1:1 correspondence Use counting to find out how many altogether Use the word zero to represent 0. Compare 2 sets of objects to identify more/less. Use part whole model to identify number bonds to 5. Represent amounts to 5 in their own ways. 1 more and 1 less than numbers to 5 Double 1 and double 2 Write numerals to 5 Use fives frames Identify numbers to 5 on a number line</p>	<p>Skills Rote count from and back from any given number to 10 Composition of 4 and 5 Rote count forwards and back from 8-0. Recognise numbers to 8. Subitise numbers to 6. Count up to 8 objects, using 1:1 correspondence. Use counting to find out how many altogether. Compare 2 sets of objects to identify more/less. Use part whole model to identify number bonds to 8. Represent amounts to 8 in their own ways. 1 more and 1 less than numbers to 8. Order 3 or more sets of objects. Doubles to 8. Write numerals to 8. Use tens frames. Understand concept of addition practically to 8. Add 2 single digit numbers totalling up to 10.</p>	<p>Skills Rote count from and back from any given number to 20 Composition of numbers to 10. Rote count forwards and back from 10-0. Recognise numbers to 10. Count up to 10 objects, using 1:1 correspondence. Use counting to find out how many altogether. Compare 2 sets of objects to identify more/less. Use part whole model to identify number bonds to 10. Represent amounts to 10 in their own ways. 1 more and 1 less than numbers to 10. Recognise repeating patterns in the counting sequence. Doubles to 10. Write numerals to 10. Understand concept of subtraction practically to 10. Identify numbers to 10 on a number line.</p>	<p>Skills Rote count beyond 20. Explore the patterns in odd and even numbers Understand and use ordinal numbers. Understand that sharing is splitting an amount into equal parts. Understand halving. Understand concept of addition and subtraction practically Understand concept of addition and subtraction practically to 10 Identify numbers to 15 on a number line</p>	<p>Skills Rote count beyond 20. Understand 20 is 2 groups of 10. Make a sensible guess of quantities within 10 Say a number between 2 given numbers. Recognise and identify numerals to 20 Order numerals to 20 Count up to 20 objects Understand teen numbers are a group of 10 plus another number Write numerals to 20 Add 2 single digit numbers totalling greater than 10. Subtract a single digit number from a greater number than 10 using practical equipment Identify numbers to 20 on a number line</p>	<p>Number ELG Children at the expected level of development will: -Have a deep understanding of number to 10, including the composition of each number; -Subitise (recognise quantities without counting) up to 5; -Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Pattern ELG Children at the expected level of development will: -Verbally count beyond 20, recognising the pattern of the counting system; -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Specific Area Mathematics Shape, space and measure</p>	<p>Match objects. Sort objects into 2 categories. Identify repeating patterns using 2 alternating shapes. Identify curved and straight lines. Use a balance to compare heavier/lighter. Compare taller/shorter. Compare full and empty. Use mirrors to look at reflections.</p>	<p>Introduce circle, L shape (where 2 sides meet at a corner) and triangle. Identify a corner and a side. Introduce square. Identify curved lines Identify straight lines Make repeating patterns using 2 alternating shapes. Use thermometer. Recognise a clock. Use positional language. Use time language e.g. day, night, morning, afternoon,</p>	<p>Sorting by 2 criteria. Recognise some numbers on a clock. Know what the hand of the clock is. Use a balance to compare heavier / lighter objects. Compare full, nearly full, empty and nearly empty water bottles / cups. Compare length Compare height Use sand timers</p>	<p>Sort 3D shapes Identify which 3D shapes can roll and which stack. Explore repeated patterns (AAB, ABB) Organise simple data e.g. lining up all reds / blues to compare.</p>	<p>Symmetry – identical, use mirrors. Link to butterflies. Sorting by 3 different criteria. Recognise all numbers on a clock. Read the digits the hand points to. To develop spatial reasoning by creating matching shape pictures.</p>	<p>Introduce time – longer / shorter. Count seconds Missing numbers linked to clocks. Use positional language. To develop spatial reasoning by creating matching shape pictures. Build ABBC patterns.</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>

		before, after, today, tomorrow, yesterday.				
	<u>How we will practise these skills.</u> White Rose Maths scheme of learning alongside NCETM for mastering number.					
Specific Area Understanding The World Past and present (History)	Skills Communication – talk about key events, in own lives, about family, friends, other people including significant people. Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. Chronology – order simple experiences in relation to themselves, and others including stories, events and experiences. Research – Find out about people, places, events, objects, ask questions, use different sources to find answers, including books. Recall – Talk to others about what they know about a key person, character, event from the past. Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about in books. <u>How we will practise these skills.</u> All about Me books – To talk about family Look at baby photos and identify changes Identify ways in which I have changed and what my birthday means. Look at significant events – Bonfire night, Remembrance Day	Skills Communication –Talk about key roles people have in society both in the present and the past. Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. Chronology – order simple experiences in relation to themselves, and others including stories, events and experiences. Research – Find out about people, places, events, objects, ask questions, use different sources to find answers, including books. Recall – Talk to others about what they know about a key person, character, event from the past. Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about in books. <u>How we will practise these skills.</u> Sequencing stories Practise days of the week Identify and talk about significant personal events – e.g. Christmas Find out about the jobs of people who help us Find out about Chinese New Year/Lunar New Year	Skills Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. Chronology – order simple experiences in relation to themselves, and others including stories, events and experiences. Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about in books. <u>How we will practise these skills.</u> Observation of plants growing and how they have changed over time Recount of class trip Sequencing stories	Children at the expected level of development will: -Talk about the lives of the people around them and their roles in society; -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -Understand the past through settings, characters and events encountered in books read in class and storytelling.		
Specific Area Understanding The World People, Culture and Communities (Geography)	Skills To identify where I live and what my house is like. To observe features of the local environment. To use positional language – forwards, backward, sideways To identify some physical features through stories <u>How we will practise these skills.</u> Walk down to the woods – take photos of what we pass. ‘All About Me’ books to show where they live. Create messy maps linked to stories read. Say hello in different languages.	Skills To identify and talk about features of the local environment – what is around me? Use positional language left and right To make comparisons between England and a different place (China) To identify human features of Brinscall – e.g. buildings and what they are used for. <u>How we will practise these skills.</u> Direction activities Identify physical features in the local environment. Walk into the village to look at local buildings and what they are used for.	Skills To explore the way in which places are shown on a map / from an ariel view. To make comparisons between Brinscall and a different place To use a globe to identify different places in the world. To become familiar with compass points – North, East, South, West as a way of describing where a place is. <u>How we will practise these skills.</u> Identify buildings on Google Earth. Compare Brinscall with another country – link to holiday destinations. Find countries on a globe including Spain. Find Spain and the UK on Google Earth. Sing happy birthday in Spanish.	Children at the expected level of development will: -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-		

							fiction texts and – when appropriate – maps
Specific Area Understanding The World The natural world (Science)	Skills Use senses to explore the world around them Talk about what they notice around them in the natural world and draw simple pictures Identify seasonal changes from Summer to Autumn Describe the weather Identify and use natural materials How we will practise these skills. Explore and ask simple questions Use magnifying glasses Sort objects into groups (classifying) Take photos on iPad and compare to what they’ve noticed in their natural environment. Use a large class thermometer to look at temperature.		Skills Use simple equipment to make observations etc Take photographs to make observations and begin to write words to describe Identify seasonal changes from Autumn to winter and winter to spring Describe the weather How we will practise these skills. Make simple predictions and explore what happens Use magnifying glasses Ask questions and explore the answers Compare temperature to Autumn term using a large class thermometer.		Skills Make observations and record using drawings and writing e.g. plants growing Make comparisons and sort in to groups Test things out Identify seasonal changes from spring to summer Describe the weather How we will practise these skills. Explain simply what they have noticed. Use magnifying glasses Use comparative language to explore differences and similarities Grow plants/flowers using a variety of gardening tools Ask questions and explore the answers Compare temperature to Autumn and Spring terms using a large class thermometer.		Children at the expected level of development will: -Explore the natural world around them, making observations and drawing pictures of animals and plants; -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Specific Area Understanding the World Technology (Computing)	Skills Use an iPad to take photographs and check them 						

	<p>photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.</p> <ul style="list-style-type: none"> • Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely. • Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. <p><u>How we will practise these skills.</u> Make observations of real objects Hold a chunky paintbrush effectively to create own pictures Use chunky chalk to mark make in the outdoors Self portraits Colour mixing activities using paint Use play dough tools to practise rolling and squash and manipulate using hands. Rangoli patterns</p>	<ul style="list-style-type: none"> • Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely. • Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. <p><u>How we will practise these skills.</u> Tell an adult about what they are creating Explore patterns Make observations of artefacts and add details Make models out of plasticine Sketching objects. Use tools to manipulate and make different shapes out of plasticine. Draw pictures to retell stories.</p>	<ul style="list-style-type: none"> • Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. <p><u>How we will practise these skills.</u> Make sculpture out of clay Use a range of media e.g. pastels, chalks etc and make comparisons Hold a chunky paintbrush effectively to create own pictures with a choice of thick and thin brushes to compare and explore the effects of different tools. Make own paint using nature (plants etc) Explore colour mixing using natural paint. Sketching objects using a variety of hard and soft graphite pencils to experiment with. Experiment creating the same images using different media and talk about what they notice. Introduce charcoal to draw with Draw pictures to invent and tell own stories.</p>	<p>Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p>
<p><u>Specific Area</u> Expressive arts and design</p> <p>Creating with materials (DT)</p>	<p><u>Skills</u> Explore – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. Tools and equipment – Use tools and equipment to build, construct and make simple models and props (scissors) Follow separate scissor progression document. Use tools and equipment linked to food preparation (knives, rolling pins, pastry cutters) Safety – handle and use equipment appropriately and safely. Children have basic hygiene awareness</p> <p><u>How we will practise these skills.</u> Build houses – Duplo</p>	<p><u>Skills</u> Design – talk about their ideas, choose resources, tools and techniques with a purpose in mind. Make – make models and props using different construction materials (construction kits, reclaimed materials). Experiment with different ways to build, construct and join resources. Tools and equipment – Use tools and equipment to build, construct and make simple models and props (scissors & hole punch) Follow separate scissor progression document. Tools and equipment – use tools and equipment linked to food preparation (knives, rolling pins, pastry cutters) Safety – handle and use equipment appropriately and safely.</p> <p><u>How we will practise these skills.</u></p>	<p><u>Skills</u> Design with a purpose in mind Make models and props using different construction materials. Tools and equipment – Use tools and equipment to build, construct and make simple models and props (scissors & hole punch, stapler) Follow separate scissor progression document. Tools and equipment – use tools and equipment linked to food preparation (knives, rolling pins, pastry cutters) Evaluate – talk about what they like/dislike about their models/constructions/props. Say why and how they would change them Tools and equipment – use tools and equipment linked to food preparation. Safety – handle and use equipment appropriately and safely.</p> <p><u>How we will practise these skills.</u></p>	<p><u>Creating with Materials</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; – Share their creations, explaining the process they have used; – Make use of props and materials when role playing characters in narratives and stories.

	Playdough – use rolling pins and cutters. Junk modelling Build with Duplo Build shelters in Brinscall Woods with buddies. Make a sleigh for Santa – junk modelling Make fruit salad		Build with Lego Draw a simple design of what they want their product to look like. Take a photo of the finished product and compare to the original design. Junk modelling Use a variety of different shaped, single hole punches.		Draw a simple design of what they want their product to look like. Take a photo of the finished product and compare to the original design. What would they change next time to improve it? Discuss what they like/dislike about their finished product? Junk modelling Use a small hand-held stapler to join materials together.		
Specific Area Expressive arts and design Being Imaginative and Expressive (Music)	Skills Singing well known and well-practised songs Making music with bodies and voices Movement Performing with other classes How we will practise these skills. Sing well known nursery rhymes Move to music Learn songs and perform (Nativity) Introduce composers: Composer - Oliver Knussen - <i>Flourish with fireworks</i> Film composer – Rene Aubry (The Gruffalo)		Skills Singing a variety of well-known and new songs Making music with instruments Movement – show awareness of beat Performing as a class to parents How we will practise these skills. Modern composer - Howard Blake (We’re walking in the air) Explore sounds made by different percussion instruments Name and play percussion instruments using beaters correctly – drum, cymbal, woodblock, triangle Investigate how the percussion instruments work and the different sounds they make. Show an awareness of moving in time to the beat of music/instruments played Perform an assembly to parents		Skills Singing – altering words/tune to well-known songs/rhymes Making music – using symbols Movement – show greater awareness of beat Performing as a class to parents How we will practise these skills. Engage in ring games and action songs Explore sounds made by home-made instruments and link back to the investigations into how percussion instruments work. Experiment with playing percussion instruments and keeping in rhythm when saying poetry aloud. Alter the words in a well-known song/rhyme Alter the tune in a well-known song / rhyme. Perform an assembly to parents Introduce composer: Classical composer – Debussy – (Jardins sous la pluie) Garden in the rain.		Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Specific Area Expressive arts and design Being Imaginative and Expressive (Being Imaginative)	Skills <ul style="list-style-type: none">Experiment – explore and experiment with props, objects and materials in a range of ways and contexts.Recreate familiar experiencesRespond – to different stimuliRepresent ideas using different media to develop their own ideas and imagination. How we will practise these skills. Home corner role play activities Respond to firework music through mark making Choose own media e.g. collage, paint, drawing to represent ideas.		Skills <ul style="list-style-type: none">Recreate familiar experiences, familiar activities and familiar stories.Communication – communicate their ideas, thoughts, feelings and preferences How we will practise these skills. Retell known stories through role play Share ideas with adults and peers		Skills <ul style="list-style-type: none">Invent – adapt familiar narratives and storiesExpression – express their feelings, ideas, thoughts and emotions in response to different media How we will practise these skills. Invent own stories based on those already read. Within play with peers or adults, respond to music, film, pictures and poems and say/show how they feel.		Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
RE	I am special Why are we all different and special? Islam link Harvest link with art	Christmas How do Christians celebrate Jesus’ birthday?	Friendship What makes a good friend?	Easter Why do Christians believe that Easter is all about love?	Special times How do we celebrate special times? Festivals and celebrations	Special places What makes a place holy? Holy places	

	Why do people of faith say thank you to God at harvest time?						
Role Play Possibilities	Home corner	Home Corner Bear Cave Santa's Grotto	Dinosaur museum Dino land Chinese restaurant	Hospital Dentist Lollipop person - road Garage - mechanics Emergency services	Garden centre	Tropical Island Space station Holiday shop	