
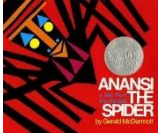
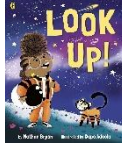
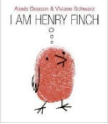


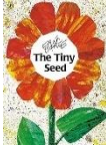

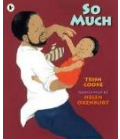

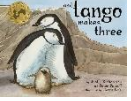
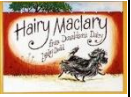



Buckton Vale Primary School

Reception Curriculum 2025-2026

Teaching and Learning to be differentiated through short term planning, driven by assessment
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me	Autumn/ Celebrations	Animal Kingdom	Ready Steady Grow	Out and About	Living Things
Planning around a quality text: Literacy Tree Texts 2024-2025	 <p>STORY AND PICTURES BY MAURICE SENDAK</p>  <p>ANANSI THE SPIDER by Gerald McBurney</p>	 <p>LOOK UP!</p>  <p>I AM HENRY FINCH</p>	 <p>The Magic Paintbrush</p>  <p>Super Milly Super School Day</p>	 <p>The Tiny Seed</p>  <p>THE EXTRAORDINARY GARDENER</p>	 <p>WEIRDO</p>  <p>SO MUCH</p>  <p>THE NIGHT PIRATES</p>	 <p>Lango and Tango Make Three</p>  <p>Hairy McClary from Donaldson Dairy</p>  <p>IZZY GIZMO</p>
Literacy Links and Themes	<p>Where the Wild Things Are Monsters, adventures, behavioural expectations, imagination, fantasy setting</p> <p>Anansi The Spider Traditional tales, oral storytelling, unusual friendships, geography, history, diversity, traditional tales</p>	<p>Look Up! Space, materials, relationships, family, bravery</p> <p>I am Henry Finch Mindfulness, courage, philosophy, behavioural expectations, imagination, being and celebrating oneself</p>	<p>Talents & Powers The Magic Paintbrush Magic and imagination Chinese New Year, china, Chinese culture, geography, history, fairness, kindness</p> <p>Super Milly and the Super School Day Superheroes, heroes, kindness, powers, talents, costumes, PSHE, community, positive female role models.</p>	<p>Sowing a Seed The Tiny Seed Plants, life-cycle of a flower, seeds, seed dispersal, nature, science</p> <p>The Extraordinary Gardener Conservationism, seeds, seed dispersal, plants, nature, habitats, life-cycles, science</p>	<p>Celebrating Self Weirdo Individuality, acceptance, bravery, inner-confidence, guinea pigs, martial arts</p> <p>SO Much Parties, celebrations, new babies, representation, diversity, family</p> <p>The Night Pirates Fantasy, pirates, adventures, treasure, history, positive female models.</p>	<p>Family and Friends And Tango Makes Three Family, relationships, LGBTQ+, animal kingdom, penguins, zoos, adventures</p> <p>Hairy McClary from Donaldson Dairy sharing and caring, dogs, pets, animals, cats, friendships</p> <p>Izzy Gizmo fabrics and materials, invention, gadgets, friendship, DT, STEM subjects, representation, diversity.</p>

<p>Overarching Theme Possible Linked Texts <i>To be chosen following children's interests.</i></p>	<ul style="list-style-type: none"> ○ Hello Friend! ○ Pete the Cat Rocking My School Shoes ○ We are Family ○ All Welcome Here ○ Birthdays in many cultures ○ Little Red Riding Hood 	<ul style="list-style-type: none"> ○ The Leaf Thief ○ Annie Dreams of Biryani ○ Space Tortoise ○ Pumpkin Soup ○ Little Robin Rest Vest ○ Winnie and Wilbur Winnie the Witch. ○ The Three Billy Goats Gruff 	<ul style="list-style-type: none"> ○ Penguin by Polly Dunbar ○ Ernest Shackleton ○ Koala Who Could ○ One day on our Blue Planet ○ Goldilocks and The Three Bears 	<ul style="list-style-type: none"> ○ The Odd Egg ○ Chicken Licken ○ Oliver's vegetable ○ Oliver's fruit salad ○ Jack and the Beanstalk 	<ul style="list-style-type: none"> ○ In Every House in Every Street ○ Home ○ Martha Maps it Out 	<ul style="list-style-type: none"> ○ The Odd Fish ○ One day on our blue planet in the ocean ○ Under the Sea ○ Clean Up! ○ Dear Greenpeace ○ Somebody swallowed Stanley ○ There's No Dragon in this Story
<p>Possible line of enquiry/themes/interests <i>Linked to British Values, and events in the year and class text.</i></p>	<ul style="list-style-type: none"> ○ Diversity ○ Halloween ○ Dentist oral health ○ Jobs 	<ul style="list-style-type: none"> ○ Christmas ○ Diwali ○ Eid ○ Bonfire night ○ Small world space ○ Naming planets 	<ul style="list-style-type: none"> ○ Chinese New Year ○ Winter ○ Superheroes ○ China ○ Artic Animals ○ Wild Animals 	<ul style="list-style-type: none"> ○ Planting seeds ○ Easter ○ Life cycles ○ Environment ○ Habitats/nature ○ Observational drawings 	<ul style="list-style-type: none"> ○ Family ○ Ocean ○ Pets ○ Homes ○ Transport 	<ul style="list-style-type: none"> ○ Caring for animals ○ Family ○ Artic animals ○ Scientists ○ Jobs ○ Conservation looking at plastics in the oceans
<p>Role play possibilities <i>Developed by children's interests or class text.</i></p>	<ul style="list-style-type: none"> ○ Home Corner ○ Doctors/Clinic ○ Jungle Area linked to Wild Things 	<ul style="list-style-type: none"> ○ Home Corner ○ Space Station linked to Look Up! ○ Santa Workshop 	<ul style="list-style-type: none"> ○ Superhero HQ linked to Super Milly ○ Chinese Restaurant 	<ul style="list-style-type: none"> ○ Garden Centre 	<ul style="list-style-type: none"> ○ Pets Home Corner – Family Roles 	<ul style="list-style-type: none"> ○ Vets ○ Workshop
<p>Trips/Visitors Enrichment Possibilities</p>	<p>Visitors:</p> <ul style="list-style-type: none"> ○ Nurse/Dentist – Oral Health 	<p>Christmas Nativity Performance</p> <p>Visitors</p> <p>Charlie from St James Church Millbrook to talk about Christmas</p>	<p>Coach Trip</p> <ul style="list-style-type: none"> ○ Sea Life Centre Manchester 	<p>Visitors</p> <ul style="list-style-type: none"> ○ Living Eggs/Living Ducks 	<p>Visitors</p> <p>Charlie from St James Church Millbrook to talk about Baptism</p> <p>Coach Trip</p> <ul style="list-style-type: none"> ○ Bridgewater Gardens - Salford 	
<p>Annual Celebrations / Festivals / Special Events</p>	<ul style="list-style-type: none"> ○ Birthdays ○ Black History Month (October) 	<ul style="list-style-type: none"> ○ Bonfire night ○ Harvest Festival ○ Diwali ○ Hanukah ○ Christmas 	<ul style="list-style-type: none"> ○ Shrove Tuesday ○ Valentine's day ○ Chinese New Year ○ Safer Internet Day ○ Children's Mental Health Week ○ Ramadan 	<ul style="list-style-type: none"> ○ World Book Day ○ Whole School Science Week ○ Mother's Day ○ St. Patrick's Day 	<ul style="list-style-type: none"> ○ St. George's Day 	<ul style="list-style-type: none"> ○ Father's Day ○ Transition to Year one
<p>Key Vocabulary More vocab in medium term plans</p>	<p>History, past present, future, long ago, extended family members, toddler, adult, younger older, occupations dentist doctors' parts of</p>	<p>Geography, cultural celebrations, places of worship, religion, believe</p> <p>Hibernation name of woodland creatures</p>	<p>features of the environment, forest jungle, woodland mountain, animal vocabulary</p>	<p>Plant and trees branch bark seed petal stem roots tree parts seasons sunshine etc life cycle chick beak feathers egg hatch</p>	<p>Occupations paramedic etc, features of environments road map location names local town village</p>	<p>Ocean, pollution animal names aquarium</p>

	the body elbow bones heart freckles skin chest Africa link	Vocabulary linked to Autumn season space words				
Rationale	To develop language and comprehension through high quality story. Child Centred Supports transition To be able to self-regulate and understand their emotions. To understand their feelings. Looking at diversity. Exploring another country. Different kinds of families	To develop language and comprehension through high quality story Looking at changes in the environment. To extend vocabulary. To develop a lifelong love of reading. To develop an appreciation of other people, their communities and their traditions.	To look at vocabulary to access a wider curriculum To compare countries and see different places. Immerse children in a rich environment of words. To Foster a sense of awe and wonder about the world in which they live.	To develop language and comprehension through high quality story. To Cultivate children's curiosity about how and why things work and how things change	To develop language and comprehension through high quality story. To understand their community. To develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places	To develop language and comprehension through high quality story. To enhance children's sense of responsibility for the care of their own environment and the impact it has on the whole world. Different kinds of families
Communication and Language Listening, Attention and Understanding Speaking	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively					
	Autumn		Spring		Summer	
	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Understand a question or instruction that has two parts Understand daily routines e.g. tidy up time, challenges... instruction Understand 'why' questions Why do you think he/she feels...? Understand how to listen carefully and why listening is important Learn new vocabulary linked to daily routine / theme Begin to engage in story time Join in with repeated refrains / fill in rhyming words Listen to and begin to talk about stories to build familiarity and understanding Discuss characters, events, setting ... character, happened Listen carefully to rhymes and songs and begin to pay attention to how they sound Learn rhymes, songs & poems Anticipate words, begin to adapt phrases (with support) <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary throughout the day Begin to ask questions to find out more and to check they understand what has been said to them 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Begin to understand humour <i>e.g. nonsense rhymes / jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Articulate their ideas & thoughts in well-formed sentence Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Develop and use social phrases with confidence 	<p>ELG Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group 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. <p>ELG Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 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. 			

	<ul style="list-style-type: none"> • Model & encourage questions after instructions • Begin to articulate their ideas and thoughts in well-formed sentence • Begin to express their ideas to friends or an adult. • Begin to connect one idea or action to another using a range of connectives... because, but.. • Begin to describe events in some detail • Develop social phrases • Routines of the day ... greetings, How are you? • Friendship ... Would you like to...? • Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Focused & linked texts – within small world / role play 	<ul style="list-style-type: none"> • Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 				
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Personal, Social and Emotional skills are taught through continuous provision, through whole class or small group Kapow lessons and through My Happy Mind alongside the rest of the school.					
	Autumn		Spring		Summer	
	Kapow: Self-Regulation My Feelings L1 Identifying my feelings L3 Coping strategies L4 Describing Feelings adjectives L5 Facial expressions My Happy Mind: Meet your Brain	Kapow: Building Relationships: Special Relationships L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences My Happy Mind: Celebrate	Kapow: Managing Self: Taking on Challenges L1 Why do we have rules? L2 Building towers L5 Team races My Happy Mind: Appreciate	Kapow: Self-Regulation: Listening and Following Instructions L1 Simon Says L4 Obstacle Course L6 Treasure Hunt My Happy Mind: Relate	Kapow: Building Relationships: My Family and Friends L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend My Happy Mind: Engage	Kapow: Managing Self: My Wellbeing L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthy
Development Matters Self-Regulation <ul style="list-style-type: none"> • Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share. • How to compromise and negotiate to solve problems • Use book talk, puppets and real-life experiences • Identify and name emotions ... emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited • Link book character's emotion to own experiences ... expression, mood, feeling/emotions • Set a shared goal with a friend • Focus on, keeping calm, being patient, waiting for a turn, sharing and tidying up after themselves 		Development Matters Self-Regulation <ul style="list-style-type: none"> • Identify and moderate own feelings socially and emotionally • Show resilience and perseverance in the face of challenge • Express feelings and consider the feelings of others • Set own goals and show resilience and perseverance in the face of challenge • Think about the perspectives of others Managing Self <ul style="list-style-type: none"> • Manage own self-care needs 		Development Matters <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others Managing Self <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating and being a safe pedestrian. ELG Self-Regulation		

	<ul style="list-style-type: none"> Identify and moderate own feelings socially and emotionally Begin to express feelings and consider the feelings of others Begin to identify and moderate own feelings socially and emotionally <p>Managing Self</p> <ul style="list-style-type: none"> Manage own self-care needs ... <i>fasten</i> Independent use of zips, buttons, coats and shoes Develop confidence to try new activities and show independence Access all types of enhancements (indoors & outdoors) Know and begin to talk about the different factors that support their overall health and wellbeing. Toothbrushing – importance and how ... clean, decay Talk about importance of daily exercise and healthy eating ... exercise, healthy / unhealthy, heartbeat, fit <p>Building Relationships</p> <ul style="list-style-type: none"> Describe self, positively ... proud, special, love Begin to build constructive and respectful relationships Use social language to develop friendships see CL Begin to see self as a valuable individual 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. <p>Building Relationships</p> <ul style="list-style-type: none"> Build constructive and respectful relationships 	<ul style="list-style-type: none"> 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>ELG Managing Self</p> <ul style="list-style-type: none"> 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>ELG Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others’ needs. 		
<p>Physical Development Gross Motor Skills Fine Motor Skills</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>				
Autumn		Spring		Summer	
<p>Get Set 4 PE Introduction to Pe Unit 1</p>	<p>Get Set 4 PE Gymnastics Unit 1</p>	<p>Get Set 4 PE Dance Unit 1</p>	<p>Get Set 4 PE Fundamentals Unit 1</p>	<p>Get Set 4 PE Ball Skills Unit 1</p>	<p>Get Set 4 PE Games Unit 1</p>
<p>Development Matters Gross Motor Skills</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Engage in and develop confidence in actions Begin to develop overall body-strength, balance, co-ordination and agility. Use above actions, within obstacle courses ... balance, obstacle, spatial, prepositions 		<p>Development Matters Gross Motor Skills</p> <ul style="list-style-type: none"> Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Begin to progress towards a more fluent style of moving, with developing control and grace Develop overall body-strength, balance, co-ordination and agility. 		<p>ELG Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG Fine Motor Skills</p>	

	<ul style="list-style-type: none"> • Set own physical challenge ... <i>challenge, goal</i> • Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i> • Begin to combine different movements with ease and fluency • Change movements / directions quickly • Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • Understand rules and reasons • Further develop and refine a range of ball skills including: throwing, catching, kicking • Use different sizes / types of balls – in pairs • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils • Consolidate tripod grip with a dominant hand. • Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons • Ensure regular engagement and develop confidence in use of tools... grip, steady, snip, twist, curve, straight 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons • Begin to develop the foundations of handwriting style which is accurate and efficient, consolidating: • Effective pencil grip • Correct letter formation (see Writing) 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing.
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Literacy
Reading - Comprehension
Reading - Word Reading
Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

<p>Read Write Inc Phonics</p>	Autumn		Spring		Summer	
	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6)	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he put,	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds
Literacy	Autumn		Spring		Summer	

Reading - Comprehension
Reading - Word Reading
Writing

Reading: Comprehension / Word Reading

- Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.
- Recall key events ... event
- Talk about main characters... character, beginning, middle, end
- Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Understand the five key concepts about print, with a focus on left to right
- 1-1 correspondence ... word, letter, first / last
- Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... blending, segmenting
- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known sounds.
- Begin to read VC words and CVC words
- Begin to read simple phrases / sentences

Writing:

- Write name correctly
- Use correct letter formation
- Use some of their print and letter knowledge in their early writing
- Begin to form lower-case letters correctly
- Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... spell
- Use initial sounds, VC and CVC words
- Write labels
- Begin to write lists & captions, focusing on ...*label, caption, space*
- Oral rehearsal / vocabulary
- Begin to reread what they have written

See Writing Progression Document

Reading: Comprehension / Word Reading

- Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...fiction, non-fiction, set
- Retell story in small world / role play (in correct sequence) ...beginning, middle, end, set
- Take on role of character using some story language
- Talk about likes and dislikes of texts, rhymes and poems
- Choose a book and begin to explain why ...because
- Begin to anticipate - where appropriate - some key events in stories ...predict / prediction
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Continue to develop phonological awareness, focusing on oral blending and segmenting
- Say the sound for:
each letter of the alphabet
- Begin to read a few common exception words matched to the school's phonic programme
I, go, to, the, no, into ...
- Double letters, ss, ll, zz, ck, ff
- Begin to read words consistent with their phonic knowledge
- Read simple phrases / sentences
- Read reading books aligned to phonic knowledge.

Writing:

- Form most lower-case and capital letter correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
- Write captions/phrases and begin to write simple sentences using known GPCs ...*sentence, full stop, capital letter*
- Include word spacing
- Orally rehearse caption of sentence before writing
- Re-read what they have written to make sure it makes sense
- Begin to write a variety of □ fiction and non-fiction sentences / captions
-

See Writing Progression Document

Reading: Comprehension / Word Reading

- Continue to develop phonological awareness
- Oral blending and segmenting
- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...*sequence*
- 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.
- Begin to notice some relationships between one text and another
- Begin to comment on perceived links with own life experience or other experiences, *e.g. films, books*
- Say the sound for each letter of the alphabet and for 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 phonics knowledge, including some common exception words
you, they, all, are, my, her plus words from the autumn and spring term.

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories 14 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.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing:

			<ul style="list-style-type: none"> • Write recognisable letters (lower case and capital) most of which are formed correctly • Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs • Write simple phrases and sentences that can be read by others <ul style="list-style-type: none"> • Write CVC words • Including: oral rehearsal of sentence before writing. Begin to use word spacing, full stop, capital letter • Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: <ul style="list-style-type: none"> • 2-3 part story (e.g. using story map/planner) • Instructions • Fact cards (e.g. using a 'spidergram' to collate information) <p>See Writing Progression Document</p>
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Mathematics Numerical Pattern Number	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Autumn		Spring		Summer	
	White Rose <ul style="list-style-type: none"> • Match Sort and Compare • Talk about Patterns • It's Me 1 2 3 	White Rose <ul style="list-style-type: none"> • Its Me 1 2 3 • Circles and Triangles • 1 2 3 4 5 • Shapes with 4 sides 	White Rose <ul style="list-style-type: none"> • Alive in 5 • Mass and Capacity • Growing 6 7 8 • Length Height and Time 	White Rose <ul style="list-style-type: none"> • Length, Height and Time • Building 9 and 10 • Explore 3-D Shapes 	White Rose <ul style="list-style-type: none"> • To 20 and Beyond • How many now? • Manipulate, Compose and Decompose 	White Rose <ul style="list-style-type: none"> • Sharing and Grouping • Visual Build and Map • Make Connections
	Numerical Pattern / Number <ul style="list-style-type: none"> • Recite numbers to 10 • Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... forwards, backwards • Break counting chain (not always starting from 1) • Talk about position ... before, after • Count objects, actions and sounds • Up to 5 – in context of □ daily routine □ sharing □ turn taking • Count objects in an irregular arrangement • Subitise 3 / 4 objects (quick recall without counting) • Matching children to images in workshop areas • Fast recognition of dice patterns 		Numerical Pattern / Number <ul style="list-style-type: none"> • Recite numbers to 20 • Backward from 10 and begin to recite backwards from 15 • Break counting chain (not always starting from 1 forwards or 10 backwards) • Talk about position up to 5 and begin to talk about position up to 10 • Count objects, actions and sounds • Up to 10, in context of □ daily routine □ sharing □ turn taking • Count objects in an irregular arrangement 		Numerical Pattern / Number <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system 	

	<ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value to 5 • Compare quantities up to 5 ... more than, less than, fewer, who has one more / less • Understand 'one more/less than' to 5 • Use sentence with support ... Three is one more than two • Explore the composition of numbers to 5 • Recognise total is still the same • Using variety of resources ... more, less, makes, equals, altogether • Begin to explore number bonds to 5 • Use a range of resources • Understand how to use a flip flap to 5 <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Create shape picture ...consolidate ...2D shape names • Put shapes together to make new shape ... fit, turn • Continue, copy and create repeating patterns • Talk about pattern ... repeat, next, before, after, in between • Begin to compare length, weight and capacity • Order 2-3 items by length / weight ... heavier/est, lighter/est, longer/est, shorter/est 	<ul style="list-style-type: none"> • Begin to estimate number of objects up to 10 then check by counting • Subitise 5 objects (quick recall without counting) • Link the number symbol (numeral) with its cardinal number value to 10 • Compare quantities up to 10 • Understand 'one more/less than' to 10 • Use sentence ... six is one more than five • Begin to explore the composition of numbers to 10 • Recall number bonds to 5 • Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... altogether, more/nor • Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... left • Begin to share, double and half up to 10 objects <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Begin to compose and decompose shapes within practical activities • Continue, copy and create repeating patterns • Compare length, height, weight and capacity • Order 2-3 items by capacity and height • Begin to order and sequence familiar events • Become familiar with a clock face and hands • Measure short periods of time 	<ul style="list-style-type: none"> • 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>Shape, Space & Measure</p> <ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compose and decompose shapes within practical activities • Continue, copy and create more complex repeating patterns • Compare length, height, weight and capacity • Measure and compare short periods of time
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<p>Expressive Arts and Design Creating with Materials Being Imaginative & Expressive</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Music, Rhymes and songs will also be explored through Literacy Tree texts.</p>					
	Autumn		Spring		Summer	
	<p>Music Kapow Exploring Sound</p>	<p>Music Kapow Celebration Music Christmas Songs and Nativity</p>	<p>Music Kapow Music and Movement</p>	<p>Music Kapow Musical Stories</p>	<p>Music Kapow Transport</p>	<p>Music Kapow Big Band</p>
<p>DT Kapow Structures/Junk Modelling</p>	<p>Art Kapow Drawing and Marvellous Marks</p>	<p>DT Kapow Textiles and Bookmarks</p>	<p>Art Kapow Painting and Mixed Media: Paint My World</p>	<p>DT Kapow Structures and Boats</p>	<p>Art Kapow Sculpture and 3D: Creation Station</p>	

	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Show different emotions in drawings and paintings • Safely use and explore a variety of materials and tools • Explore new techniques • Talk about new creations • Begin to return to and build upon previous learning • Develop their own ideas and then decide which materials to use to express them <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • Take part in simple pretend play • Family / play date role play ... role, pretend, imagine • Begin to develop complex stories using small world equipment • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Begin to develop storylines in their pretend play – including those linked to focus text ... story language, character, beginning, middle, end • Begin to listen attentively, move to and talk about music, expressing their feelings and responses • How does the music make me feel? ... emotions vocabulary (see PSE) • Begin to watch and talk about dance and performance art • What type of dance/music is it? ... adjectives to describe music; e.g. happy, sad, slow, fast, bouncy • Watch live music / dance performances linked to festivals ... perform, celebrate, audience, musician, dancer • Sing in a group or on their own • Engage in circle and partner songs • Begin to make own verse for familiar song • Begin to explore and engage in music making and dance • Invent and dance / play music to show different emotions ... emotions vocabulary (see PSE) 	<ul style="list-style-type: none"> • Creating with Materials • Explore and use a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Explore colour and colour-mixing. <ul style="list-style-type: none"> • Being Imaginative & Expressive • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Develop storylines in their pretend play. 	<p>ELG Creating with Materials</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. <p>ELG Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
<p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.</p>		

Science lessons may be linked to Literacy Tree texts.					
Autumn		Spring		Summer	
Science PLAN Matrices Humans Page 36-38 Seasonal Change Page 42	Science PLAN Matrices Earth and Space Page 57-59 Seasonal Change Page 42	Science PLAN Matrices Forces Page 51-53 Seasonal Change Page 42	Science PLAN Matrices Plants Seasonal Change Page 42	Science PLAN Matrices Living Things and Habitats Page 39-41 Seasonal Change Page 42	Science PLAN Matrices Materials Page 45-47 Seasonal Change Page 42
History Children can talk about who is in their family Children can talk about what they do as a family. Children know that there are lots of different types of families Children can discuss simple changes that have happened to them since they were a baby Children will learn about things that make them unique About similar or differences to their friends and family Children will be able to show an interest in lives of people who are familiar to them. To talk about significant event and their own experiences such as special times eg birthdays weddings Significant individuals – dentist	History Children know about the symbol of the poppy for Remembrance Day Know and recount episodes from stories about the past, knowing and understanding key events To understand that traditions are a special time that happens Children will learn about each other's faiths and cultures To respect each other To use the language to describe how they celebrate Historical events and people have a significant place in our history (bonfire night) Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts	History Significant individuals – Ernest Shackleton Geography The names of different countries around the world. Talk about the key features of different places and different countries Talk about what it is like to live in another country Children recognise some environments are different to the one in which they live.	History Children talk about and understand changes in their own lifetime and what happens when they get older. Changes, baby, toddler, child, teenager, adult, elderly, ages. Learning about life cycles of animals, learning about how we grow and change as people.	Geography Children can draw a simple map and listen to stories with maps. Children recognise some common signs. Talk about different ways to travel, e.g. on foot, by car, train, bus etc History children will learn about how things have changed over time using transport and housing. Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts Significant individuals – vets	Geography Talk about the things we like and don't like about the local environment. History Significant individuals
Past and Present <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Begin to comment on images of familiar situations in the past • When Mum and Dad were little ... past, history, long ago People, Culture & Communities <ul style="list-style-type: none"> • Talk about members of their immediate family and community. – Also explored in PSHE 		Past and Present <ul style="list-style-type: none"> • Comment on images of familiar situations in the past People, Culture & Communities <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Understand that some places are special to members of their community 		ELG Past and Present <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between 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. 	

- Describe family members ... grandparent, older, younger.- Also explored in PSHE
- Understand that there are many different types of families ...parent, step-sister / brother / mum / dad, similar, different.
- Name and describe people who are familiar to them.- Also explored in PSHE
- People in their local / school community... site manager, office manager, lolly pop person, shop keeper.
- Begin to understand that some places are special to members of their community
- Talk about special places they go with their family... places of worship visited by children
- Understand how different people celebrate birthdays.
- Develop a knowledge and awareness of other festivals ... Harvest, Diwali, Christmas

Natural World

- Explore the natural world around them
- Leaves □ sort by shape/size □ begin to identify some local tree species ... nature, natural
- Describe what they see, hear and feel whilst outside
- Leaf shape, size & colour... shape and colours words e.g. long, spiky, gold, rust, orange
- Understand the effect of changing seasons on the natural world around them – Autumn into Winter
- Observe / talk about changing □ seasons ... season, summer, autumn, winter □ changes in autumn ... temperature, change, hibernation, darker, weather, wind
- Develop interest in linked: texts across themes, fiction and non-fiction, sources of technological information.

- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and other countries

Natural World

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them
- Continue to develop interest in linked: texts across themes, fiction and non-fiction, sources of technological information

People, Culture & Communities

ELG

- 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.

ELG Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.