



ST. ALBAN'S CATHOLIC PRIMARY SCHOOL

RECEPTION CLASS OVERVIEW

2023-2024



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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Seasonal Walks to Fulbourn Beechwoods to observe the natural world and the change in the trees from one season to another.

CONTEXT FOR LEARNING – THEMES

<p>Settling In All About Me Voting for 'Tree Groups' Timelines Introducing Reception Garden</p>	<p>FamilyTrees Kandinsky-colour Food of the Seasons Nativity</p>	<p>Frozen All About Teeth</p>	<p>Zarg's World All About Birds</p>	<p>Into the Woods Minibeasts</p>	<p>Looking after our World</p>
<p>Starting School Getting to know school environment Staying safe Being healthy Introducing qualities for happy learners Thinking of our feelings and others Introduction of Monster Phonics Starting nature/learning walks</p>	<p>Making Autumnal soup Autumn fruit and vegetables Autumn Watch Fireworks pictures Nativity story and songs</p>	<p>Climates Arctic/Antarctic Animals David Attenborough Winter Watch Wintery Art/exploring cold colours Winter Olympics Making models of teeth Dentist role-play</p>	<p>Bird identification Garden birds River birds Raptors Introducing Space topic 'Zarg's World' Alien/Beegu pictures</p>	<p>British woodland animal pictures British woodland trees and flowers Woodland explorers Trip to Thetford Forest Life-Cycle Books – butterflies, ladybirds, snails and spiders. Minibeast hunts</p>	<p>Recycling Project Recycling Sculptures Make a sculpture</p>

BOOKS OF THE WEEK

Some of the stories we will be diving into and using as a focus for activities.
Share a range of non-fiction books related to themes.

<p>Stories illustrating initial sounds: 'Big Sneeze', 'Incy, Wincy Spider', 'Munch', 'Sam & Dave Dig a Hole', 'Gruff the Grump', 'Foggy Forest', 'Aliens Love Underpants' and more.</p>				
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SPECIAL MOMENTS

Moments to enrich the children's time in school – celebrate special days, chat about other faiths, as they occur during the year.

Birthdays Favourite Songs Meet the classes – tour of our school Year 6 Buddies Meeting Father from OLEM Naming Ceremony Sharing on Class Dojo Planting bulbs for the Spring Celebrating families and different languages and cultures Judaism – Hanukkah Black History Month	Year 6 Buddies Kandinsky Art Pumpkin Party Diwali Bonfire Night Remembrance Day Advent Nativity Performance to school and parents	Drama Workshop Chinese New Year Dentist role-play	Space Soundtracks Making Bird Feeders World Book Day Mother's Day Science Week St. Patrick's Day St. David's Day Mothering Sunday Lent Easter	Woodland Trip – Thetford Forest Andy Goldsworthy sculptures/nature art World Bee Day Start of Ramadan Eid	Nature Scavenger Hunt Nature Sculpture/Art
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COMMUNICATION AND LANGUAGE

Listening, Attention & Understanding – Speaking

<p>Listening: Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Attention: Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</p> <p>Respond: Engage in story times. Join in with repeated refrains and anticipate key events and phrases in stories and rhymes.</p> <p>Understanding: Follow 1 step instructions eg. Put book bag in box. Understand 'why' questions.</p> <p>Speaking: Use sentences of 4-6 words. Sing a large repertoire of songs eg. Nursery rhymes or number songs. Begin to use social phrases eg. "Good Morning!". Use talk to organise themselves and their play.</p>	<p>Listening: Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.</p> <p>Attention: Maintain attention in new situations eg. Whole school assembly, meditation assembly or P.E. sessions in the hall. Shift attention when required eg. When given a clear prompt – 'name'.</p> <p>Respond: Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction books.</p> <p>Understanding: Follow instructions with 2 parts in familiar situations.</p> <p>Speaking: Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and', 'because'. Retell a past simple event eg. How scratched knee. Recognise words that rhyme or sound similar. Eg. 'cat and hat' Develop social phrases – "Good morning, how are you?"</p>	<p>Listening: Listen attentively in a range of situations and know how to listen carefully eg. Understand they need to look at who is talking to them and think about what they are saying.</p> <p>Attention: Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p>Respond: Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</p> <p>Understanding: Consider the listener and take turns to listen and speak in different contexts.</p> <p>Speaking: Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<p>Listening: Understand why listening is important.</p> <p>Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Understanding: Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition.</p> <p>Speaking: Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences. Retell/create own stories for teacher scribing. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.</p>	<p>Listening: Listen to and understand instructions about what they are doing, whilst busy with another task.</p> <p>Attention: Listen and continue with an activity for a short time.</p> <p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.</p> <p>Understanding: Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.</p> <p>Speaking: Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener eg. "..... fell over that stone, didn't push him". Express ideas about feelings and experiences. Articulate their ideas in well-formed sentences. Show that they can use language to reason and persuade eg. "Can I go outside because it has stopped raining?"</p>	<p>Listening: Listen attentively and respond to what they hear with relevant questions, comments or actions.</p> <p>Attention: Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.</p> <p>Respond: Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear eg. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat".</p> <p>Understanding: Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category eg. Food, animals etc.... Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them eg. Soon, early and late; square, triangle and circle; soft, hard and smooth. Name objects, characters and animals from a description eg. "It lives in the jungle and is fierce with big teeth and is stripy."</p> <p>Speaking: Articulate and create an imaginary story of their own in play. Speak clearly in well-formed sentences of 8 words or more in length with some detail. Eg. "I made a big round pizza with tomato, cheese and ham on top." Use new vocab in different contexts. Use past, present and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' eg. "I can have a biscuit if I eat all my dinner?"</p>
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Self-Regulation: Express Feelings – Manage Behaviour

Managing Self: Self-awareness – Independence – Collaboration

Building Relationships: Social Skills – Communication

<p>Express feelings: Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'. Begin to understand how others might be feeling. Know they can rely on their teachers, friends and 'buddy' for support if they are worried.</p> <p>Manage behaviour: Can inhibit own actions when upset. Understand behavioural expectations of the setting. Increasingly follow rules, understanding why they are important.</p> <p>Self-awareness: Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independence: Can independently organise themselves in the morning eg. book bag in box, coat on peg. Can manage their own personal hygiene eg. toileting. Can follow 1 step instructions.</p> <p>Collaboration: Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards. (Class Dojo, marble jar for kindness)</p> <p>Social skills: Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play with one or more children, extending and elaborating play ideas.</p>	<p>Express feelings: Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they feeling. Beginning to express their feelings and consider the perspective of others.</p> <p>Manage behaviour: Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p>Self-awareness: Can talk about what they are doing and why.</p> <p>Independence: Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed for P.E. sessions. Can follow instructions with 2 parts.</p> <p>Collaboration: Begin to share and take turns.</p> <p>Social Skills: Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.</p>	<p>Express feelings: Can show pride in achievements by showing work to others. Understand how to use the 'take 5' breathing exercise to help with big feelings.</p> <p>Manage behaviour: Understand behavioural expectations of the setting.</p> <p>Self-awareness: Take pride in themselves, work and achievements. Can explain right from wrong and try to behave accordingly.</p> <p>Independence: Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods.</p> <p>Collaboration: Consider the listener and take turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p>Social skills: Seek others to share activities and experiences.</p>	<p>Express feelings: Can make choices and communicate what they need. Can name people in school they can turn to if they need help or are worried.</p> <p>Manage behaviour: Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p>Self-awareness: Happy to stand up in assembly or in front of the class and share achievements with others.</p> <p>Independence: Can get dressed and undressed for P.E. sessions. Begin to show persistence when faced with challenges.</p> <p>Collaboration: Knows it is important to work together to look after our classroom resources and our school outdoor areas. Can keep play going by co-operating, listening, speaking and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>Social skills: Use language to negotiate, play and organise.</p>	<p>Express feelings: Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them.</p> <p>Manage behaviour: Can follow instructions, requests, and ideas in a range of situations.</p> <p>Self-awareness: Can talk about their own abilities positively.</p> <p>Independence: Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts.</p> <p>Collaboration: Knows it is important for all of us to keep safe when using and transporting tools, equipment and resources.</p> <p>Social skills: Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p>	<p>Express feelings: Can deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.</p> <p>Manage behaviour: Engage in challenges and take responsibility for their own learning. Plan, adapt, persist and review own progress.</p> <p>Self-awareness: See themselves as a unique and valued individual, talk about self, abilities and interests in positive terms.</p> <p>Independence: Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p>Collaboration: Can take account of the ideas of others about how to organise an activity. Can show sensitivity to others' needs and feelings.</p> <p>Social skills: Can resolve conflict and is able to compromise. Takes responsibility for their own actions. Shows awareness of how their actions may impact others, know that other children think and respond in different ways to them.</p>
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Communication: use gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

PHYSICAL DEVELOPMENT

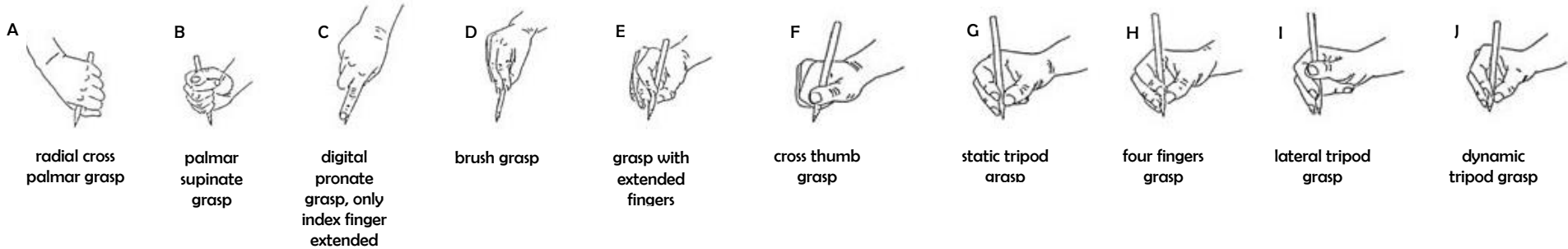
Fine Motor Skills

Pencil Grasp Development

Ideally children will progress through 3 different stages of pencil grasp development:

- Palmar grasp (A, B on figure)
- Static tripod grasp (G on figure)
- Dynamic tripod grasp (J on figure)

An efficient grasp is where the thumb and index finger create an open circle. This allows for skilful manipulation.



These are the steps that a child goes through when they are learning to write:

<p>1. Pictures</p>	<p>2. Random Scribbling</p>	<p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	<p>4. Symbols That Represent Letters</p>	<p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	<p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	<p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	<p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>	<p>9. Beginning Sounds (Child begins to write simple sentences using eight words and just the beginning sounds of words.)</p>	<p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>
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PHYSICAL DEVELOPMENT

Gross Motor Skills

<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Trikes/Bikes/Scooter Skills: Riding position Learning to balance</p> <p>P.E. Focus: Following instructions, practise safety, independent work Co-ordination skill: footwork Static Balance skill: One leg</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Trikes/Bikes/Scooter Skills Balance bike – start walking whilst remaining seated P.E. Focus: Taking turns and sharing. Dynamic balance to agility skill: jumping and landing Static Balance skill: Seated balance</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Trikes/Bikes/Scooter Skills Balance bike – build confidence and take bigger strides P.E. Focus: Exploring and describing different movements. Co-ordination skill: Ball skills Counterbalance skill: With a partner</p>	<p>Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Trikes/Bikes/Scooter Skills Increase speed to maintain balance on bikes/scooters P.E. Focus: Understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static balance: Stance</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Combine different movements with ease and fluency. Trikes/Bikes/Scooter Skills Balance bike – lift the feet and glide</p> <p>P.E. Focus: Performing a single skill or movement with some control, performing a range of skills and link two movements together. Co-ordination skill: sending and receiving Agility skill: Reaction/Response</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Trikes/Bikes/Scooter Skills Bike with pedals</p> <p>P.E. Focus: Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work</p>
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Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sports.

LITERACY

Comprehension – Word Reading – Writing

Writing: Emergent writing – Composition – Spelling – Handwriting

<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, eg. own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> <p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Comprehension: Experience and respond to different types of books, eg. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where', 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up known letter-sound correspondences. Read a few common exception words matched to the Monster Phonics scheme.</p>	<p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show an understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role-play).</p> <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to Monster Phonics scheme.</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.</p> <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and where, necessary, a few exception words.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Make a simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, non-fiction, poetry). Make inferences to answer a question beginning 'Why do you think....?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books – gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences, and, where necessary, a few exception words.</p>	<p>Comprehension: Play influenced by experience of books – act out stories through role play activities, using simple props (eg. hats, masks, clothes etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p>Word Reading: Read some tricky words from Phase 4 eg, said, like, have, so. Re-read what they have written to check that it makes sense.</p>
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MONSTER PHONICS SCHEME TERM BY TERM PROGRESSION

<p>Letters/sounds – s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b.</p> <p>Words – a, at, as, in, it, is, l, an, and, am, dad, to into, go, no, the, get, dog, can, got, on, not, cat, up, mum, put, had, oh, him, his big, has.</p>	<p>Letters/sounds – f, ff, l, ll, ss</p> <p>Words – he, she, me, we, be, of. (Assessment 1 – letters/sounds so far)</p> <p>Letters/sounds – j, v, w, x, y, z, zz, qu, ch, sh, th(voiced), th, ng, oo (long), ar.</p> <p>Words – if, off, you, my, they, for, will, all, went, was, from, help, too, her, with, are, yes, then, that, this, said. (Assessment 2)</p>	<p>Letters/sounds – oo, ow, ee, ur, ai, or.</p> <p>Words – look, now, down, see, going, just, have, it's do, so. (Assessment 3)</p>	<p>Letters/sounds – oa, er, igh, air, oi, ear, ure.</p> <p>Words – come, some, were, one, like, by, when, little, what, day, away, play, children. (Assessment 4)</p>	<p>C= consonant V= vowel</p> <p>Words using: CVCC, CCVC, CVC+ (with previously taught graphemes), CCVCC, CVC+ (polysyllabic), CVC+ (compound words), CCC (onset words), CCVCC+ (with previously taught graphemes)</p> <p>Words – your, here, saw, time, out, house, about, made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could.</p>	
<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. Talk for Writing Development:</p>	<p>Emergent writing: Copies adult writing behaviour eg. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Use talk to organise, describe events and experiences. Begin to write a simple sentence with support.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. Spell some irregular common (tricky) words eg. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly positioned.</p>	<p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes eg. lists, stories, instructions. Begin to discuss features of their own writing eg. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words eg. using Phase 4 CCVCC. Spell irregular common (tricky) words eg. he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>

Talk for Writing Development

<p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC word and the adult continues to write the other parts of the story.</p>	<p>More phonetically correct words are written by child along with common words, eg. 'the' and known tricky words. Can use a phonic mat or word bank to support. Adult writes any unknown words.</p>	<p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonic mat to support.</p>	<p>Child confident to write a simple short story. May still need a phonic mat to support.</p>
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Mathematical Development

Number – Numerical Patterns

NCETM National Centre for Excellence

Children will develop the six key areas of Early Mathematical learning

- 1. Cardinality and counting** – understanding that the cardinal value of a number refers to the quantity, or ‘howmanyness’ that it represents.
- 2. Comparison** – understanding that comparing numbers involves knowing which numbers are worth more or less than each other.
- 3. Composition** – understanding that one number can be made up from (composed from) two or more smaller numbers.
- 4. Pattern** – looking for and finding patterns helps children notice and understand mathematical relationships.
- 5. Shape and space** – understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking.
- 6. Measures** – comparing different aspects such as length, weight and volume as a preliminary to using units to compare later.

NRICH Norwich, (The) Royal Institution, Cambridge (University) and Homerton (College)

Focuses on developing mathematical problem solving.

1. Counting – saying one number for each item in order 1 2 3 4 5 understanding that the last number reached when counting a small number of objects tells you how many in total. Verbally count beyond 20.
2. Comparing numbers – estimation, voting – understanding relationship between consecutive numbers – one more/less.
3. Identifying, representing and estimating numbers – deep understanding of 10 – composition of each number, subitising to 5.
4. Reading and writing numbers – experiment with their own symbols and marks with their own symbols as well as numerals. Link number symbol (numeral) with it’s cardinal number value.
5. Understanding place value – children experience larger numbers through activities with 100 square, they experience making numbers more than 10 with resources such as numicon.
6. Problem solving – solve real world problems with numbers to 5.

White Rose Maths - Reception year is divided into 10 phases, each phase is roughly 3 weeks long.

<p>Phase – Getting to know you Key times of day, class routine, exploring continuous provision inside and out. Where do things belong? Positional language</p> <p>Phase – Just Like Me Match and sort, compare amounts Compare size, mass and capacity, exploring pattern</p>	<p>Phase – It’s Me 123! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles & Triangles Positional Language</p> <p>Phase – Light & Dark Representing numbers to 5 One More & Less Shapes with 4 sides Time</p>	<p>Phase – Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity</p> <p>Phase – Growing 6, 7 & 8 Making pairs Combining 2 groups Length & Height Time</p>	<p>Phase – Building 9 & 10 Comparing numbers to 10 Bonds to 10</p> <p>Consolidation</p>	<p>Phase – To 20 and Beyond Building numbers beyond 10 Counting patterns Beyond 10 Spatial Reasoning (1) Match, Rotate, Manipulate</p> <p>Phase – First Then Now Adding more Taking away Spatial Reasoning (2) Compose & decompose</p>	<p>Phase – Find my Pattern Doubling, sharing and grouping Even and odd Spatial Reasoning (3) Visualise & build</p> <p>Phase – On the Move Patterns & relationships Spatial Reasoning (4) Mapping</p>
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Link the number symbol with it’s cardinal number value.
Count beyond 10.
Compare numbers.
Understand the ‘one more/one less than’ relationship between consecutive numbers.
Compare length, weight and capacity.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Compose and decompose shapes so that children recognise a shape can have other shapes.
Continue, copy and create repeating patterns.

Understanding the World

Past and Present – People, Culture and Communities – The Natural World

<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. Comment on images of familiar situations in the past – Timelines Mapping: Talk about features of their immediate environment with visual representations. Nature Study: Nature's wonders – changes of Autumn, leaf and seed collections – nature table Reception Garden – planting bulbs, seeds thinking about plants that engage the senses including planting for food later in the year. Map of our walk to school.</p>	<p>Chronology: Use the language of time when talking about past/present events in their own lives (Baptism) and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historic events and why and how we celebrate today – Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers, including books. Mapping: Use technology eg. a BeeBot and begin to show spatial awareness. Use positional language ie. under, beside, on top of etc... Nature Study: Autumn Watch Autumn to Winter: noticing change – Fulbourn beechwoods -</p>	<p>Chronology: Visually represent a simple timeline of one week thinking of something within each day that makes it different from the other days. Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live eg. Antarctic/Antarctica Nature Study: Looking at cold places around the world, reading stories set in Winter and colder climates Winter Watch</p>	<p>Chronology: Talk about and understand changes in their own lifetime – look back at timelines and experience timelines of other people they know. Enquiry: Describe images of familiar situations in the past using books such as 'When we were Giants', 'Peepo', Shirley Hughes stories. Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Nature Study: Signs of Spring reading stories linked to first signs of spring 'Jack Frost' Observing and learning about birds at school and on local walks to Lammas Land and Fulbourn beechwoods. Observing Reception Garden changing and growing.</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions. Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community eg. police, fire service, doctors, dentist. Mapping: Draw information from a simple map and identify landmarks of our local area walk. Nature Study: life cycles (minibeasts), observing and recording change. Look at different minibeasts on walks to Lammas Land.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: Comment on images of familiar situations from the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps) Nature Study: Growing food and looking after our world.</p>
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Expressive Arts and Design

Creating with Materials – Being Imaginative and Expressive

Explore, use and refine a variety of artistic effects to express their ideas and feelings – Explore and engage in music making and dance, performing solo or in groups.

Singing – well known nursery rhymes, familiar songs and chants

<p>Songs: Introduce 'Silly Song' (wake and shake), Snacktime/lunch sung prayer, 'Rainbow Song', Vinni Vinni, Nursery Rhymes, ABC song, number songs, Little Peter Rabbit (Mr. McCrossan) Listening Music: African and Reggae Playground music for P.E. warm-ups, Classics for Babies, Kid's Songs, Tickles and Tunes Music Skills: Performing – Use voice to speak/sing/chant call and response – responding to rhythms of 4 Composing – Make a range of sounds with their voice Appraising – identify and distinguish environmental sounds. Art: Self Portraits, Christmas card design, wax resist leaves</p>	<p>Songs: Continue to sing known and routine songs for familiarity, 'Five Little Leaves', 'Five Shiny Conkers', 'Five Little Acorns', Nativity Songs Listening Music: Four Seasons, Nativity Music, Christmas Carols Music Skill: Performing – join in with singing Nativity songs, clap short rhythmic patterns Composing – make a range of sounds with instruments Appraising – say if they like or dislike a piece of music. Art: Kandinsky art – 'Noisy Paintbox' colour mixing, Christmas cards</p>	<p>Songs: 'Winter Song', 'Look Out, Look Out, Jack Frost is About', 'I'm a Penguin Black and White', 'Brush your Teeth' song Listening Music: 'Winter' from Vivaldi's Four Seasons, 'Walking in the Air' by Howard Blake, 'The Snow is Dancing' by Debussy, 'The Nutcracker' by Debussy Music Skills: Performing – join in with singing a range of songs related to topic, use instruments to represent themes like Winter/frost/ice etc... Composing – make a range of sounds with their voice and instruments accompanying songs and instrumental music Appraising – describe/recognise sounds: loud/quiet Art: winter pictures/exploring cold colours, observational drawings (our teeth)</p>	<p>Songs: 'Little Green Men from Outer Space', 'Is There Anybody Out There?', 'Five Little Men in a Flying Saucer', 'Rocket into Space', 'Apollo Journey', 'Sing a Song of Sixpence', 'The Owl and the Pussy-Cat', 'Little Bird', 'Five Little Birds' Listening Music: Gustav Holst 'The Planets', Mozart Symphony 41 'Jupiter', Hans Zimmer 'Interstellar (Space Sounds)', 'Planet Song' Music Skills: Performing – Accompany 'Apollo Journey' song with percussion instruments using graphic notation. Learn part of the poem/song 'The Owl and the Pussy-Cat' and join in with actions Composing – follow a pictorial score 'The Owl and the Pussy-Cat'. Compose 'Apollo Journey' sequence. Appraising – describe/recognise sounds: high/low Art: Looking at representations of birds by a range of artists using different medium – children draw their own representations of birds from a range of photos and artist's impressions.</p>	<p>Songs: 'Woodland Walking Song', 'The Babes in the Wood', listen to and learn some tree songs from 'The Children's Forest' – Sound Cloud, songs from Out of the Ark 'Minibeast' CD, 'There's a Tiny Caterpillar on a Leaf' Listening Music: Johann Strauss II 'Tales of Vienna Woods', Schubert 'Winterreise: Der Lindenbaum' Music Skills: Performing – Composing – present sounds pictorially. Begin to sequence sounds to create a rhythm or beat (Greater Depth) Appraising – describe/recognise sounds: fast/slow Art: Andy Goldsworthy sculptures – nature art using natural objects found on woodland trips Drawing spirals, snail trail, butterfly symmetry, ladybird pictures/paintings</p>	<p>Songs: 'Green Song' – Songs for Every Day, 'Save our Water' – My World: Wonderful Water, 'A Great Big Change' – Sing Together Listening Music: 'Pass it Down' by Alabama, 'The Three R's' by Jack Johnson, 'Big Yellow Taxi' by Joni Mitchell, 'What a Wonderful World' by Louis Armstrong Music Skills: Performing – Composing – begin to repeat patterns (short rhythmic and melodic) – begin to read pictorial representations of music eg. colour coded bells, music story maps (Greater Depth) Appraising – begin to express how music makes us feel. Identify reasons why they like some music more than others. (Greater Depth) Art: Wildflower meadow, design and create 'Reduce, Reuse, Recycle' posters</p>
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RED (Religious Education Directory) Early Years

(See separate plan for more detail)

Branch 1 – Creation and Covenant	Branch 2 – Prophecy and Promise	Branch 3 – Galilee to Jerusalem	Branch 4 – Desert to Garden	Branch 5 – To the Ends of the Earth	Branch 6 – Dialogue and Encounter
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