



West End Primary School

Reception Long Term Overview 2021-2022

Area of Learning	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	ELG
Possible Themes/Interests/Lines of Enquiry <i>(These themes may be adapted at various points to allow for children's interests)</i>	Marvellous Me	How Do Trees Know It's Autumn? Elmer's Colourful Celebrations	Are You Afraid Of The Big Bad Wolf?	How Does Our Garden Grow?	Out And About	If You Go Down To The Woods	
High Quality Texts							
Enrichment Activities		Harvest Christmas parties Production	Crime Scene	Planting Sunflowers	Local Walk	Plessey Woods Visit Ladybirds	
Assessment Opportunities	Reception Baseline Assessment Baseline – NCC School readiness Passport 4 Years	In house assessments Parent Consultations	Complete mid-point assessment (Checkpoints)	In house assessments Parent Consultations	LA cluster moderation or LA visit Submit EYFSP data to LA end of month (June)	EYFS Profile against ELG In house assessments Parent Consultations	
British Values	Mutual respect, Mutual, Tolerance, Rule of law, Individual liberty, Democracy are covered within the routines and structures						
Overarching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support</p>						

	<p>than others.</p> <p>'Learning through play': Children learn best when they are absorbed, interested and active. Active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p>						
7 Features of Effective Practice	<ol style="list-style-type: none"> 1 The best for every child 2 High-quality care 3 The curriculum: what we want children to learn 4 Pedagogy: helping children to learn 5 Assessment: checking what children have learnt 6 Self-regulation and executive function 7 Partnership with parents 						
COET&L	<p>Playing and exploring – children investigate and experience things, and 'have a go'</p> <p>Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>						
West End Primary Vision	To encourage every child to be the best they can, in order to become resilient, self-motivated, life-long learners, who will go on to reach their potential and become productive members of the community.						
West End Intent	<ul style="list-style-type: none"> * To developing positive relationships, where each individual is respected, valued and is nurtured to reach their full potential *To become life-long learners, who love learning *To be resilient and self-motivated *To be emotionally intelligent, confident and articulate *To understand the different ways in which they learn *To view mistakes as a challenge, thus equipping them to be creative thinkers, who are ready for their next stage of learning 						
Communication and Language	<p>Intent</p> <p>Statutory Framework :Educational Programme</p> <ul style="list-style-type: none"> *To develop language and cognitive development through back and forth conversations *To extend and embed new vocabulary *To use a range of language structures *To actively engage with stories, non-fiction, rhymes and poems *To share ideas *To elaborate on their thinking 						Children at the expected level of development will: -
Listening, Attention and Understanding	<p>Listen & Attend</p> <p>Know what good listening looks like</p>	<p>Listen & Attend</p> <p>Listen to a story in a whole group</p>	<p>Listen & Attend</p> <p>Listen attentively to a story in a whole group to build familiarity</p>	<p>Listen & Attend</p> <p>Listen to and learn rhymes and poems in a whole group</p>	<p>Listen & Attend</p> <p>Listen in a whole group in a range of situations</p>	<p>Listen & Attend</p> <p>Listen in a larger group – e.g. assembly</p>	<p>ELG: Listening, Attention and Understanding</p> <p>*Listen attentively and respond to what they hear with relevant</p>

	<p>Listen to adults/children in a group – feelings</p> <p>Sit quietly when appropriate</p> <p>Understand</p> <p>Understand positional language – finding things</p> <p>Learn vocabulary linked to themselves</p> <p>List 5 objects that are linked and can be seen</p> <p>Follow instructions related to time eg before, after, later, first, last</p>	<p>Understand</p> <p>Understand how & why questions using a full sentence</p> <p>Follow a short story (phonics) without pictures</p> <p>Learn vocabulary linked to the seasons</p> <p>Answer an adults question</p>	<p>and understanding of the core story</p> <p>Comment on what they hear</p> <p>Understand</p> <p>Understand time and sequence concepts – first, then, next</p> <p>Learn vocabulary linked to traditional stories</p> <p>Follow more complicated instructions containing 3 parts</p> <p>Answer a child’s question</p>	<p>Continue a rhyming string</p> <p>Comment on non-fiction books linked to the theme</p> <p>Understand</p> <p>Know what an adjective is</p> <p>Learn vocabulary linked to growth</p> <p>Ask the meaning of unfamiliar words</p> <p>Use language to hold a two way conversation with an adult/child</p>	<p>Give a list of 5 abstract things which are linked</p> <p>Understand</p> <p>Understand what a question is</p> <p>Learn vocabulary linked to the past and present</p> <p>Learn vocabulary linked to different locations and comparative vocabulary</p> <p>sustain a two way conversation with an adult/child</p>	<p>Understand</p> <p>Learn vocabulary linked to different locations and comparative vocabulary</p> <p>sustain a two way conversation with an adult/child</p>	<p>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>
Speaking	<p>Talk About Yourself!</p> <p>Be confident to speak to adults and children in a group (feelings)</p> <p>Stay on topic when speaking</p> <p>Answer a register with good</p>	<p>Recount an event!</p> <p>Listen to other’s views and opinions</p> <p>Use story vocabulary</p> <p>Answer a question in a full sentence</p>	<p>Tell me a story!</p> <p>Be confident speaking in the whole group</p> <p>Comment on other’s views and opinions and feelings</p> <p>Use vocabulary</p>	<p>Explain your thinking!</p> <p>Use adjectives to describe what they see</p> <p>Use vocabulary linked to non-fiction books</p> <p>Use vocabulary</p>	<p>Tell me about differences!</p> <p>Ask questions to clarify their understanding about a topic</p> <p>Use vocabulary linked to the past and present</p>	<p>Tell me why!</p> <p>Use vocabulary linked to different locations</p> <p>Use comparative vocabulary</p> <p>Use adjectives in speech to</p>	<p>ELG: Speaking</p> <p>* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories,</p>

	<p>morning/good afternoon</p> <p>Use vocabulary linked to themselves</p> <p>Begin to speak in the correct tense</p> <p>Use most consonants correctly (l, r, th may be still developing)</p>	<p>Speak in a full sentence</p> <p>Use vocabulary linked to the seasons</p> <p>Recount a past event</p>	<p>linked to time</p> <p>Describe in detail what they see or know</p> <p>Retell a story (T4W)</p> <p>Use vocabulary linked to traditional stories</p> <p>To use positional language</p>	<p>linked to poems</p> <p>Use talk to solve problems</p> <p>Recite a poem /rhyme</p> <p>Explain predictions and observations</p>	<p>Use comparative vocabulary</p> <p>Use a connective correctly to link two ideas – because, and, so, but</p> <p>Communicate to others in a sentence as part of a team</p>	<p>describe objects or situations</p> <p>Explain plans and review the outcomes</p> <p>Be confident offering detailed explanations in a range of situations</p> <p>Speak clearly & fluently about the past, present and future</p>	<p>non-fiction, rhymes and poems when appropriate</p> <p>* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Personal, Social and Emotional Development</p>	<p>Intent</p> <p>Statutory Framework :Educational Programme</p> <p>*To build strong, strong, warm and supportive attachments</p> <p>*To develop language and cognitive development through these attachments</p> <p>*To understand their own feelings and those of others</p> <p>*To manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary</p> <p>*To learn how to look after their bodies</p> <p>*To manage personal needs independently</p> <p>*To learn how to make good friendships, co-operate and resolve conflicts peaceably</p>						<p>Children at the expected level of development will: -</p>
<p>Self-Regulation</p>	<p>Feelings</p> <p>Know the names of feelings – happy, sad, scared, excited, proud, angry, calm, loved</p> <p>Deal with change positively</p> <p>Our place</p> <p>Know their place in the class and</p>	<p>Feelings</p> <p>Say how they feel (feelings)</p> <p>Know some simple strategies for managing their feelings</p> <p>Accept praise for positive acts</p> <p>Follow directions</p>	<p>Feelings</p> <p>Say why they feel as they do</p> <p>Know that all emotions are ok but not all responses are</p> <p>Recognise how others feel in a story (Red Riding Hood)</p>	<p>Feelings</p> <p>Recognise how friends are feeling</p> <p>Have some strategies to support friends</p>	<p>Feelings</p> <p>Use talk effectively to manage conflict</p> <p>Our place</p> <p>Know their place in the community</p>	<p>Feelings</p> <p>Recognise that animals have feelings</p> <p>Deal with change positively</p>	<p>ELG: Self-Regulation</p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>*Give focused attention to what the teacher says,</p>

	<p>school</p> <p>Know that they are unique</p> <p>Know that they are valued as a member of the class</p>	<p>from an adult</p> <p>Planning Ahead Talk about what they intend to do</p>	<p>Use some simple strategies to manage their feelings</p> <p>Planning Ahead Be able to plan ahead what to do</p>	<p>Planning Ahead Be able to follow their plan and review how well it went</p>	<p>Know their place in the wider world</p>	<p>responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	
Managing Self	<p>Independence Select activities from those available</p> <p>Rules & Routines Know the class boundaries, rules, sanctions, rewards and routines</p> <p>Be able to line up and queue</p> <p>Health & Wellbeing Know why it is important to care for our teeth</p> <p>Understand the role of the dentist</p> <p>Know how to care for our teeth</p> <p>Know the value of good sleep</p>	<p>Independence Source/request resources to follow their plans</p> <p>Rules & Routines Follow daily routines with some support</p> <p>Know what it means to be respectful</p> <p>Health & Wellbeing Know the difference between healthy and unhealthy foods</p>	<p>Independence Know that we learn from our mistakes</p> <p>Rules & Routines Follow daily routines independently</p> <p>Know what it means to be treated with respect</p> <p>Health & Wellbeing Know how to brush their teeth correctly (Wiffy Wilson)</p> <p>Know about cleanliness</p>	<p>Independence Talk about what they intend to do and how</p> <p>Rules & Routines Manage their own behaviour in a familiar setting</p> <p>Treat others with respect</p> <p>Health & Wellbeing Use tools with care</p>	<p>Independence Adapt their plans and explain why they chose to this with adult intervention</p> <p>Rules & Routines Regulate behaviour to avoid conflict</p> <p>Manage their own behaviour in an unfamiliar setting</p> <p>Health & Wellbeing Know how to be a safe pedestrian</p>	<p>Independence Adapt their plans and review their progress independently</p> <p>Rules & Routines Regulate behaviour to avoid conflict</p> <p>Manage their own behaviour in an unfamiliar setting</p> <p>Health & Wellbeing Apply what they have learned</p>	<p>ELG: Managing Self</p> <p>* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

	<p>Know the importance of limiting screen time</p> <p>Self-care Remove and fold jumpers</p> <p>Change into sandshoes</p>	<p>Self-care Put on waterproof coats and trousers with support</p>	<p>Self-care Know how to look after their personal hygiene</p> <p>Be able to change for PE independently, folding their clothes</p>	<p>Self-care Put on waterproof coats and trousers independently</p>			
Growth Mindset	<p>Know all of the Growth Mindset (COETL) characters</p>	<p>Know that there are things that they cannot do YET but will with practise</p>	<p>Know that our synapses are strengthened with practise</p>	<p>Know that we make mistakes as we learn as our pathways are not fully developed</p>	<p>Respond with resilience to challenges</p>	<p>Become familiar with the idea of a learning pit</p>	
Building Relationships	<p>Learn the names of new children</p> <p>Learn the names of the adults</p> <p>Listen to other children</p> <p>Make new friends</p>	<p>Build relationships with adults/children through talk</p> <p>Share resources</p> <p>Turn take</p> <p>Seek adult support to have needs met</p>	<p>Use talk to interact and negotiate with adult intervention</p> <p>Understand other's emotions via story characters</p>	<p>Use talk to resolve conflict with adult intervention</p> <p>Know that other's may have different ideas and that is ok</p>	<p>Use talk effectively to manage conflict independently</p> <p>Work as part of a team</p>	<p>Listen to others and accept their ideas in play</p>	<p>ELG: Building Relationships * 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	<p>Intent Statutory Framework :Educational Programme *To development of a child's strength, co-ordination and positional awareness *To develop their core strength, stability, balance, spatial awareness, co-ordination and agility *To develop healthy bodies and social and emotional well-being *To develop proficiency, control and confidence in hand-eye co-ordination</p>						<p>Children at the expected level of development will: -</p>

<p>Gross Motor Skills</p>	<p>Work with others to move large construction resources safely</p> <p>Use real bricks and tyres with safety</p> <p>Climb on tyres with safety</p> <p>Balance on a large beam</p> <p>Indoors Find a space in the hall</p> <p>Hold a body shape/position in yoga</p>	<p>Work with others to move large construction resources safely</p> <p>Use real bricks and tyres with safety</p> <p>Climb on tyres with safety and jump off</p> <p>Balance on a narrow beam</p> <p>Indoors Be aware of space in the hall</p> <p>Travel in a range of ways – hop, jump, skip etc.</p>	<p>Traverse the climbing wall</p> <p>Be aware of others and space outdoors</p> <p>Indoors (Gym) Balance on an upturned bench in gymnastics Combine different movements</p> <p>Change speed and direction</p> <p>Sit upright on the carpet</p>	<p>Use large materials to build an outdoor construction</p> <p>Indoors (Beanbags) Balance a beanbag on various points</p> <p>Work in a pair/team</p> <p>Sit correctly at a table</p>	<p>Use a range of resources to build a den</p> <p>Know different ways of attaching resources – e.g. string, pegs</p> <p>Indoors (Balls) Throw, catch, bounce and kick a ball</p> <p>Participate in team games</p>	<p>Use large construction creatively</p> <p>Climb up a tree safely</p> <p>Get down a tree safely</p> <p>Use large climbing equipment (PW)</p> <p>Indoors(Dance) Move with control and grace</p> <p>Combine different movements</p> <p>Change speed and direction</p>	<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>Fine Motor Skills</p>	<p>Manipulative Roll and ball dough</p> <p>Use large tweezers to pick up items</p> <p>Pencil Use a tripod pencil grip</p>	<p>Manipulative Build 3 steps with 6 cubes</p> <p>Pencil Follow an anticlockwise handwriting</p>	<p>Manipulative Thread beads</p> <p>Pencil Retrace a vertical line in a handwriting</p>	<p>Manipulative Build a simple model with Lego</p> <p>Complete a 20+ piece puzzle</p>	<p>Manipulative Use large needles to sew</p>	<p>Manipulative Build elaborate models</p>	<p>ELG: Fine Motor Skills</p> <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.

	<p>Apply correct pressure</p> <p>Scissors Hold scissors correctly</p> <p>Cut a curved line, rotating the paper</p> <p>Drawing Draw a cross (+)</p> <p>Trace a simple picture of a person/house</p> <p>Painting Use a large paintbrush</p> <p>Hold it correctly</p> <p>Tools Use a hammer, hand drill and saw safely with adult support</p> <p>Cutlery Use a knife to spread</p>	<p>pattern</p> <p>Scissors Cut out a circular shape, rotating the paper</p> <p>Cut a zig zag line</p> <p>Drawing Draw a diagonal line (/)</p> <p>Copy a simple picture of a person/house</p> <p>Painting Explore smaller brushes</p> <p>Hold it correctly</p> <p>Tools Know how to use a screwdriver with support</p> <p>Cutlery Use a fork to hold food still to cut</p> <p>Use a knife to cut food</p>	<p>pattern</p> <p>Scissors Cut out a large square shape, turning the paper</p> <p>Drawing Draw a square</p> <p>Painting Select a correct sized brush for a task</p> <p>Tools Use a hammer and nails to join two pieces together</p> <p>Cutlery Use a knife to push food onto a fork (e.g peas)</p>	<p>Scissors Cut out a small square shape, turning the paper</p> <p>Drawing To draw a diagonal line (\)</p> <p>Draw a simple picture – free drawing</p> <p>Tools Use a screwdriver and screws to join two pieces together</p>	<p>Scissors Cut a range of simple shapes</p> <p>Drawing To draw a cross (x)</p> <p>Complete a guided drawing adding some details</p> <p>Tools Construct using workshop resources</p>	<p>Scissors Cut a range of more complex shapes, such as pictures</p> <p>Drawing To draw a triangle</p> <p>Complete a guided drawing with attention to scale/size</p> <p>Tools Construct using workshop resources independently</p>	
<p>Literacy</p>	<p>Intent Statutory Framework :Educational Programme *To develop a life-long love of reading *To develop language comprehension, through talk with children about the world around them and books</p>						<p>Children at the expected level of development will: -</p>

	<p>*To enjoy rhymes, poems and songs *To decode words *To recognise and read familiar words *To sell some words *To articulate and structure ideas before *To form letters correctly</p>						
Comprehension	<p>Stories</p> <p>Listen and enjoy sharing a range of books</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom</p> <p>Know the difference between text and illustrations</p> <p>Know book language – author, illustrator</p> <p>Listen and respond to stories in a small group</p>	<p>Stories</p> <p>Listen and respond to stories</p> <p>Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations</p> <p>Retelling stories (T4W)</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences</p>	<p>Stories</p> <p>Know book language – publisher</p> <p>Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases</p> <p>Know vocabulary linked to time – first, then, next</p> <p>Retelling stories in the correct sequence, draw on language patterns of stories (T4W)</p> <p>Innovate a well-known story with support</p>	<p>Stories</p> <p>Listen to and learn rhymes and poems in a whole group</p> <p>Respond to Rhymes</p> <p>Continue a rhyming string</p> <p>Predict and anticipate key events based on illustrations, story content and title</p>	<p>Stories</p> <p>Comment, predict, deduce information on stories from other cultures</p> <p>Understand the structure of a non-fiction book is different to a fiction book</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why</p>	<p>Stories</p> <p>Know vocabulary linked with non-fiction books</p> <p>Know how to use non-fiction books</p> <p>Identify rhyme in stories</p> <p>Engage in conversation and can answer questions when reading wordless fiction and nonfiction books</p> <p>Play is influenced by experience of books (small world, role play)</p> <p>Recall the main points in text in the correct sequence Talk about themes of simple texts e.g. perseverance, good v evil</p>	<p>ELG: Comprehension</p> <p>* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>* Anticipate – where appropriate – key events in stories</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

	<p>Answer questions about what is happening or may happen</p> <p>Make predictions about what might happen</p>	<p>Reading & Understanding Discuss picture books</p> <p>Make deductions from the pictures</p> <p>Predict what might happen in the end</p> <p>Answer questions about the book</p> <p>Use picture clues to help read a simple text</p> <p>As above with simple ORT grey emergent books reading books</p>	<p>Reading & Understanding As Autumn with:- ORT Green books reading books</p> <p>Know how to use non-fiction books Simple Non-Fiction books (All Aboard)</p>	<p>Reading & Understanding As Autumn with:- ORT Green books reading books</p> <p>Know how to use non-fiction books Simple Non-Fiction books (All Aboard)</p>	<p>Reading & Understanding As Autumn with:- ORT blue books reading books</p> <p>Know how to use non-fiction books Simple Non-Fiction books (All Aboard)</p>	<p>Reading & Understanding As Autumn with:- ORT red books reading books</p> <p>Read simple poetry books</p> <p>Read simple plays</p>	
Word Reading	<p>Word recognition Learn the names of the Oxford Reading Tree Characters</p> <p>Match the Oxford Reading Tree characters to their names</p> <p>Know word cards sets 1-2</p> <p>Set 1 See, my, I, can</p> <p>Set 2</p>	<p>Word recognition Know word cards sets 3-5</p> <p>Set 3 At, here, this, look, he, in</p> <p>Set 4 Play, we, to, is, like, go,</p> <p>Set 5 No, went, am, house, yes, cat</p> <p>Reading simple sentences made</p>	<p>Word recognition Know word cards sets 6-8</p> <p>Set 6 Was, said, you, are, away, get</p> <p>Set 7 They, she, going, up, on, it</p> <p>Set 8 For, all, day. Me, of</p> <p>Reading simple sentences made</p>	<p>Word recognition Know word cards sets 9-10</p> <p>Set 9 Red, blue, yellow, green, black, white</p> <p>Set 10 Silver, brown, purple, orange, grey, pink</p> <p>Re-read for sense</p>	<p>Word recognition Know word cards sets 11-12</p> <p>Set 11 One, two, three, four, five, six, seven, eight, nine, ten</p> <p>Set 12 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>Read sentences</p>	<p>Word recognition Know word cards sets 13 January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Read sentences confidently using phonic knowledge and common exception words</p>	<p>ELG: Word Reading</p> <ul style="list-style-type: none"> * 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 is consistent with their phonic knowledge, including some common exception words.

	The, big, dog, come, and, wanted	from set 1-5 word cards and characters	from set 1-8 word cards and characters		independently using phonic knowledge and common exception words		
Writing	<p>Writing Write their first name</p> <p>Begin to write some individual letters to communicate meaning</p> <p>Letter Formation Form some letters from their name correctly</p>	<p>Writing Write their first and some of their second name</p> <p>Write words using the correct initial and final letter to communicate</p> <p>Letter Formation Form some letters from their name correctly</p>	<p>Writing Write a simple caption</p> <p>Hold a simple sentence</p> <p>Write a list</p> <p>Spell cvc words accurately</p> <p>Word Families Spell - I, the, he, she, we, me, be</p> <p>Letter Formation Form Curly caterpillar letters c, o, a, d, g, q, e, s, f</p> <p>Follow an anticlockwise handwriting pattern</p>	<p>Writing Write a simple sentence using phonetic knowledge and HFW from their word cards</p> <p>Write a label for a drawing</p> <p>Word Families Spell - no, so, go, to, do, my, by</p> <p>Letter Formation Form Zip/One armed robot letters r, n, m, p, h, b, k</p> <p>Retrace a vertical line in a handwriting pattern</p>	<p>Writing Write a simple sentence using finger spaces</p> <p>Use a full stop</p> <p>Read what has been written for sense</p> <p>Word Families Spell - come, some, you, your</p> <p>Letter Formation Form ladder letters l, t, i, j, u, y</p> <p>Form zig zag letters V, w, x, z</p>	<p>Writing Write simple phrases which can be read by others</p> <p>Spell some words correctly</p> <p>Make phonetically plausible attempts to spell</p> <p>Letter Formation Consolidate correct formation</p> <p>Look at positioning on the line and size</p>	<p>ELG: Writing * Write recognisable letters, most of which are correctly formed * Spell words by identifying sounds in them and representing the sounds with a letter or letters * Write simple phrases and sentences that can be read by others.</p>
Phonics/Phonological Awareness	<p>Whole Class Revisit Phase 1 Identify rhythm, rhyme, alliteration Orally blend and</p>	<p>Whole Class Phase 2 Know grapheme phoneme correspondence for</p>	<p>Group A Phase 2/3 Consolidate digraphs Recognise</p>	<p>Group A Phase 2/3 Consolidate Phase 2/3 skills.</p>	<p>Group A Phase 3 Consolidate phase 2 and 3 skills</p>	<p>Group A Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC</p>	<p>ELG: Word Reading *Say a sound for each letter in the alphabet and at least 10 digraphs *Read words consistent with their phonic</p>

	<p>segment simple words</p> <p>Introduce Phase 2</p> <p>Know phoneme grapheme correspondence and digraphs for s, a, t, p, i, n, p, n, c/k, e, h, r, m, d, g, o, u, l, f, b, ai, j, oa, ie, ee, or</p>	<p>z, w, ng y, x, oo ch, sh, th qu, ou, oi, ue er, ar</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Know high-frequency common words (the, to, no, go).</p>	<p>digraphs -ck + consonant double letter endings - ff, ll, ss</p> <p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p> <p>Write graphemes and digraphs when they hear them, using support strategies</p> <p>Group B Phase 2</p> <p>Consolidate the single sounds from Autumn</p> <p>Blend with known letters for reading VC and CVC words</p>	<p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p> <p>Write graphemes and digraphs when they hear them, using support strategies</p> <p>Recognise consonant double letter endings zz</p> <p>Know trigraphs igh, ear, ure, air</p> <p>Group B Phase 2</p> <p>Consolidate the single sounds from Autumn</p> <p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p> <p>Write graphemes</p>	<p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two or more syllable words</p> <p>Know some variations of ai, oa, ie, ue, oi</p> <p>Know how to look for a best choice</p> <p>Write more graphemes from memory</p> <p>Group B Phase 2</p> <p>Consolidate the digraphs from Autumn</p> <p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p> <p>Write digraphs</p>	<p>words</p> <p>Consolidate variations from Summer A</p> <p>Know some variations of er, ar</p> <p>Know how to look for a best choice</p> <p>Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr</p> <p>Write the 42 graphemes Use them to blend and segment</p> <p>Group B Phase 2/3</p> <p>Consolidate the digraphs from Autumn</p> <p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p> <p>Write digraphs when they hear</p>	<p>knowledge by sound-blending</p> <p>ELG: Writing</p> <p>* Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>
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				when they hear them, using support strategies	when they hear them, using support strategies	them from memory	
Mathematics	Intent Statutory Framework :Educational Programme *To develop a strong grounding in number *To count confidently *To develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers *To develop a secure base of knowledge and vocabulary *To develop their spatial reasoning skills across all areas of mathematics including shape, space and measures *To develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, *To 'have a go' and talk to adults and peers about what they notice and not be afraid to make mistakes						Children at the expected level of development will: -
Number	Numbers Recognition Recognise numerals 0-5 Using Numbers Order numbers to 5 Order numbers from 5 Identify missing numbers within 5 Make a set to match a numeral within 5 Subitising Subitise dice patterns	Numbers Recognition Recognise numerals 0-5 Using Numbers Explore number bonds to 5 using Numicon Forming Numerals 0-5 Subitising Subitise random arrangements within 5	Numbers Recognition Recognise numerals 5-10 Using Numbers Make sets to match numerals within 10 Use practical resources to create number bonds within 5 Subitising Use subitising in a range of situations	Numbers Recognition Recognise numerals 5-10 Using Numbers Recall Number bonds to 5 Order numbers to 10 Order numbers from 10 Identify missing numbers within 10 Form Numerals 0-5 Subitising Use subitising in a range of situations	Numbers Recognition Recognise numerals 5-10 Using Numbers Explore number bonds to 10 using Numicon Addition – Combine two groups to reach a total within 5 Subtract within 5 Use the language of addition and subtraction Subitising Use subitising to support this in 5	Numbers Recognition Recognise some larger numbers Using Numbers Recall Number bonds to 10 Addition – Combine two groups to reach a total within 10 Subtraction within 10 Use the language of addition and subtraction Subitising Use subitising to support this in 5	ELG: Number *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.

	Explain, Reason and Justify Answer questions related to mathematical activities	Explain, Reason and Justify Talk about what they are doing as they do it	Explain, Reason and Justify Predict, test and talk about outcomes	Explain, Reason and Justify Justify why they have responded as they have	Explain, Reason and Justify Predict, test and talk about outcomes	Explain, Reason and Justify Provide a running commentary of what they are doing	
Shape & Space	<p>2D Shapes Name square, circle, triangle, rectangle, oval</p> <p>Use these in activities</p> <p>3D shapes Use these appropriately in construction</p>	<p>Weight Understand and use comparative language heavy/light heavier/lighter heaviest/lightest</p> <p>Recognise tools for weighing</p> <p>Use a balance to compare items</p>	<p>Capacity Understand and use comparative language full/empty half full half empty</p> <p>Predict and test how many ...will fill...</p>	<p>Height Understand and use comparative language tall/short taller/shorter tallest/shortest</p>	<p>3D shapes Name a sphere, cube, cuboid, cone, cylinder</p> <p>See 2D shapes within 3D</p> <p>Explore rolling and sliding</p> <p>Predict and test Justify their thinking</p>	<p>Length Understand and use comparative language long/short longer/shorter longest/shortest</p> <p>Recognise tools for measuring</p> <p>Measure in non-standard units</p>	
Numerical Patterns	<p>Counting Count objects, actions, sounds with 1:1 correspondence within 10</p> <p>Count by rote within 20</p> <p>Count back from 5</p> <p>Quantities Make a set of items to match another (within 5)</p> <p>Understand the</p>	<p>Counting Count by rote within 20 from different starting points</p> <p>Count back from 10</p> <p>Quantities Compare the size of sets (within 5) using the language more/less/the same</p>	<p>Counting Count to 100 in 10s</p> <p>Count by rote within 30</p> <p>Discussing the pattern on a 100 square</p> <p>Quantities Compare the size of sets using the language greater than/less than/the same</p>	<p>Counting Count to 100 in 5s</p> <p>Discussing the pattern on a 100 square</p> <p>Quantities Know numbers which are greater/more than 5</p> <p>Know numbers</p>	<p>Counting Count to 20 in 2s</p> <p>Count back from 20</p> <p>Quantities Compare the size of sets (within 10) using the language more/less/the same</p>	<p>Counting Count by rote within 50</p> <p>Count objects, actions, sounds with 1:1 correspondence within 20</p> <p>Quantities Know numbers which are greater/more than 10</p> <p>Know numbers</p>	<p>ELG: Numerical Patterns *Verbally count beyond 20, recognising the pattern of the counting system * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

	<p>concept of the same/different</p> <p>Patterns To make an AB pattern with colour /shape</p> <p>Learn the vocabulary of pattern</p> <p>Sort itmes</p>	<p>Understand the concepts of more/less</p> <p>Patterns To make a more complex pattern with colour /shape – AABB, BBA/ABB</p> <p>Identify the pattern rules in other’s patterns</p>	<p>Understand the concepts of greater than/less than</p> <p>Patterns Share an even number of objects equally</p> <p>Share an odd number of objects between even dishes Talk about what to do with the remainder</p>	<p>which are less than/smaller than 5</p> <p>Patterns Explore doubles using practical resources</p> <p>Know double is two of the same and the total is larger</p> <p>Recall double facts within 5</p>	<p>which are less than/smaller than 10</p> <p>Patterns Explore odd and Even numbers using Numicon</p> <p>Identify odd and even numbers within 10</p>	<p>which are less than/smaller than 10</p> <p>Patterns Explore doubles using practical resources</p> <p>Recall double facts within 10</p>	
Understanding the World	<p>Intent Statutory Framework :Educational Programme *To make sense of their physical world and their community *To develop knowledge and make sense of the world around them *To know key members of society who support us *To develop understanding of our culturally, socially, technologically and ecologically diverse world. *To develop the vocabulary to support this understanding</p>						<p>Children at the expected level of development will: -</p>
Past and Present	<p>My History Know that they can do things now that they couldn’t as a baby</p> <p>Significant places Know that our school has changed over time</p> <p>To know that homes have changed over time (Peepo)</p>	<p>My History Talk about experiences of bonfire night</p> <p>Significant places Know the houses of parliament is a building in London</p>		<p>My History Significant events Talk about past experiences of celebrating Easter</p>	<p>Significant Places Comment on London’s historical landmarks (Topsy and Tim go to London)</p>	<p>My History Talk about experiences of transition into Y1</p>	<p>ELG: Past and Present *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.</p>

	<p>Significant events Talk about starting Reception</p> <p>Significant people Name who lives in their house</p> <p>Talk about extended family members</p>	<p>Significant events Comment on the story of the gunpowder plot</p> <p>Significant people Know about Guy Fawkes</p> <p>My History Significant events Talk about past experiences of celebrating Christmas</p>	<p>Significant people Know about Florence Nightingale</p> <p>Comment on pictures of Florence Nightingale</p>		<p>Significant events Participate in Jubilee celebrations Observe videos of her coronation</p> <p>Significant people Comment on the Queen</p>		
<p>People, Culture and Communities (Geography)</p>	<p>Our Community Know our school is in Bedlington</p> <p>Find Bedlington on a simple map of the UK</p>	<p>Our Community Identify roles and occupations in the post office (Jolly Christmas Postman)</p>	<p>Our Community To know who keeps us safe in the community – Police, Doctors, Fire-fighters etc.</p>	<p>Wider World To know how Easter is celebrated around the world</p>	<p>Our Community To talk about our community – school, homes, families, clothes, transport etc.</p> <p>Wider World To compare our community with London, Morocco, Australia To say something the same/different (Mirror)</p> <p>To identify these on a map</p>	<p>Our Community To contrast woodlands (Plessey Woods) to Bedlington Town</p>	<p>ELG: People, Culture and Communities *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>

<p>People, Culture and Communities (RE)</p>	<p>Ourselves Compare ourselves to our friends – what is the same/different</p> <p>Know it is ok to be different</p>	<p>Cultural diversity Special Places & Stories Know about some cultural traditions – Xmas, Bonfire, Diwali</p> <p>Know some special stories for religions– Rama & Sita, the first Christmas</p> <p>Know religions have special places - temple /church</p> <p>Know how religions celebrate</p> <p>Compare these celebrations looking at similarities and differences</p> <p>Christianity Church - Harvest celebrations</p> <p>Know how Christmas is celebrated around the world</p>	<p>Family diversity Know all families are different in make-up</p>	<p>Christianity & Celebrations Cultural diversity Know about Easter celebrations</p> <p>Know the Easter story is important to Christians</p> <p>Compare the different celebrations around the world</p>	<p>Cultural diversity Compare different beliefs in London, Morocco, Australia</p> <p>Say something the same/different (Mirror)</p>		<p>* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>
<p>The Natural World</p>	<p>World Around Them Explore the outdoor area</p>	<p>Know how to find out information (trees)</p>	<p>Compare wolves around the world</p> <p>Draw a wolf</p>	<p>Know the conditions for growth – planting Sunflowers &</p>	<p>Compare different environments of London,</p>	<p>Research and observe the life cycle of a ladybird</p>	<p>ELG: The Natural World *Explore the natural world around them, making observations and</p>

	<p>Talk about what they see and experience</p> <p>Understand the life cycle of a human</p>	<p>Name and identify where different vegetables grow</p> <p>Seasons Observe the changes in the garden and local area in Autumn</p> <p>Listen and comment on stories about Autumn</p> <p>Know how animals prepare for winter</p> <p>Compare UK winters to Antarctica</p> <p>Observe the effects of melting ice</p>	<p>Seasons Observe the changes in the garden and local area in Spring</p> <p>STEM Predict and test the wolf's huff and puff – blowing houses over</p> <p>Talk about features of different materials</p> <p>ICT Know how to retrieve information</p>	<p>potatoes</p> <p>Understand the key features of the life cycle of a plant</p> <p>Observe changes during growth</p> <p>Talk about what they notice using their senses</p> <p>Identify similarities and differences in relation to living things</p> <p>Draw a sunflower</p>	<p>Morocco, Australia</p> <p>Say something the same/different (Mirror)</p>	<p>Observe and discuss changes over time</p> <p>Draw a ladybird</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Seasons</p> <p>Observe the changes in the garden and local area in Summer</p> <p>Harvest the potatoes</p> <p>Identify changes as they cook</p> <p>Discuss the changes and the taste</p>	<p>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.</p>
<p>Expressive Arts and Design</p>	<p>Intent Statutory Framework :Educational Programme *To development of children's artistic and cultural awareness, to supports their imagination and creativity *To engage with the arts *To explore and play with a wide range of media and materials *To developing their understanding, self-expression, vocabulary and ability to communicate through the arts *To interpret and appreciate what they hear, respond to and observe</p>						<p>Children at the expected level of development will: -</p>

Creating with Materials	<p>DT Joining Know the different types of glue and when to use them</p> <p>Explore the types of glue</p>	<p>DT Joining Know the different types of tape and when to use them</p> <p>Exploring the types of tape</p>	<p>DT Joining Know how to use a split pin</p> <p>Exploring using the split pins</p>	<p>DT Joining Know how to tie with string</p> <p>Exploring attaching with string</p>	<p>DT Joining Apply what they know</p>	<p>DT Joining Apply what they know</p>	<p>ELG: Creating with Materials *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>
	<p>Design & Make Exploring resources</p> <p>Deciding what to make</p>	<p>Design & Make Planning a collage for a calendar</p> <p>Describe what they will use</p> <p>Adapt as necessary</p> <p>Evaluate the end result</p>	<p>Design & Make Planning a 3D construction (theatre)</p> <p>Work as team discussing ideas</p> <p>Adapt as necessary</p> <p>Evaluate the end result</p>	<p>Design & Make Apply skills and knowledge</p>	<p>Design & Make Apply skills and knowledge</p>	<p>Design & Make Plan a clay model (minibeast)</p> <p>Describe what they will use</p> <p>Adapt as necessary</p> <p>Evaluate the end result as a class</p> <p>Discuss what they like/dislike</p>	
	<p>Colour Name Primary colours Mix primary colours to create secondary colours (poster paint)</p>	<p>Colour Use colour and pattern to show mood</p>	<p>Colour Mix primary colours to create secondary colours (powder paint)</p>	<p>Colour Choose paint for a purpose</p>	<p>Colour Explore water colour paints</p>	<p>Colour Choose from a range of paints to suit the purpose</p>	
	<p>Media Sculpture Explore Playdough Use the tools Ball & Roll the dough</p>	<p>Media Collage - Making a collage in mixed media</p> <p>Textiles - Large</p>	<p>Media 3D construction from mixed media</p>	<p>Media Sculpture Know how to make salt dough Manipulate it to create a</p>	<p>Media Choosing a media for a purpose</p> <p>Natural materials Use natural</p>	<p>Media Sculpture Use clay tools Manipulate clay to create a minibeast</p>	

	<p>Drawing Exploring available resources Colour in a picture</p> <p>Imaginary Play Explore using loose parts and general small world resources to act out stories</p> <p>Using costumes to support role play</p>	<p>scale weaving</p> <p><i>Natural materials</i> Explore pattern and texture</p> <p>Imaginary Play Use available role play resources to recreate experiences</p> <p>Using costumes to support role play</p>	<p>Drawing Begin to use a variety of drawing tools and techniques</p> <p>Imaginary Play Use story props to act out familiar stories for friends</p>	<p>sunflower</p> <p>Drawing Observational drawings</p> <p>Imaginary Play Use available role play resources to make up stories</p> <p>Using costumes to support role play</p>	<p>materials to make patterns and pictures</p> <p>Drawing Begin to use a variety of drawing tools and techniques</p>		
Being Imaginative and Expressive	<p>Imaginary Play Act out first hand experiences in role play and small world</p> <p>Music Explore musical instruments Learn their names</p> <p>Tap name syllables</p>	<p>Imaginary Play Take on the role of familiar people (postman etc)</p> <p>Retelling Stories Retell a simple repetitive story (Enormous Turnip -T4W)</p> <p>Music</p>	<p>Imaginary Play Taking on the role of a story character (hot seating)</p> <p>Use puppets to retell stories</p> <p>Retelling Stories Retell a familiar more complex story (T4W)</p> <p>Music</p> <p>Tap out character names</p>	<p>Imaginary Play Act out stories outside of their first hand experiences</p> <p>Music Create music to accompany an event (growing)</p>	<p>Imaginary Play Act out stories outside of their first hand experiences</p> <p>Retelling Stories Make up a story to match a picture book Using story language</p> <p>Music</p> <p>Tap out simple songs</p>	<p>Imaginary Play Act out stories outside of their first hand experiences</p> <p>Retelling Stories Retell a familiar more complex rhyming story (T4W)</p> <p>Music</p>	<p>ELG: Being Imaginative and Expressive *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>

	Keep a beat to a nursery rhyme						
	Sing simple nursery rhymes	Recite a poem for an audience (harvest) Learn and sing songs as a class (nativity)		Learn and recite poems (sunflower)		Learn and recite poems (minibeasts)	
	Responding to Music Talking about favourite nursery rhymes	Responding to Music/Dance Watching and responding to a live performance	Responding to Music/Dance Listen and respond to different music (PE) Move in response to music		Responding to Music Listening and responding to music from our own and other counties	Responding to Music/Dance To perform a series of moves Perform for friends Watch and reflect on others performance	
	Artists Looking at and responding to the work of Paul Klee (portraits) Creating a portrait			Artists Looking at and responding to the work of Van Gogh (sunflowers) Drawing/painting sunflowers	Artists Looking at and responding to Banksy's urban art		
ICT Take a photograph on an iPad	ICT Explore using a paint program	ICT Fill in a picture	ICT Know how to change colours and brush sizes	ICT Use the tools to create a picture			

