

# Reception Long Term Curriculum Progression Map - Owlets 2023-2024

This is a working document and highlights the main topic focus for each term. Our children lead learning and things will change in response to their interests and needs. Throughout each term we focus our time on developing the children's confidence in the setting and with their peers. We link activities to starter themes (see below), stories, and the children's interests and encourage quality discussion and questioning to extend their knowledge and understanding. Children are supported in their learning through planned and spontaneous play opportunities as well as adult led activities.

Term Weeks/ theme		Autumn 1 (6 weeks, 3 days) <i>All About Me!</i> COEL Focus: Independence	Autumn 2 (7 weeks, 3 days) <i>Light and Dark:</i> COEL Focus: Persevering	Spring 1 (6 weeks, 2 days) <i>My World!</i> COEL Focus: Concentration	Spring 2 (6 weeks) <i>Out of an Egg!</i> COEL Focus: Being adventurous	Summer 1 (6 weeks) <i>Growing and Changing</i> CEOL Focus: Co-operation	Summer 2 (7 weeks) <i>Moving on Up!</i> COEL Focus: Being reflective
Personal, social and emotional development	SCARF PSHE	<b>Me and My Relationships</b> What makes me special People close to me Getting help	<b>Valuing Difference</b> Similarities and difference Celebrating difference Showing kindness	<b>Keeping Myself Safe</b> Keeping my body safe Safe secrets and touches People who help to keep us safe	<b>Rights and Responsibilities</b> Looking after things: friends, environment, money	<b>Being My Best</b> Keeping by body healthy – food, exercise, sleep Growth Mindset	<b>Growing and Changing</b> Cycles Life stages
	Self-regulation	<p><b>Self-Regulation:</b> Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>Controlling own feeling and behaviours.</li> <li>Able to concentrate on a task</li> <li>Applying personalised strategies to return to a state of calm.</li> <li>Able to ignore distractions.</li> <li>Thinking before acting.</li> <li>Able to curb impulsive behaviours.</li> <li>Behaving in ways that are socially acceptable.</li> <li>The ability to persist and persevere.</li> </ul>					
	Managing Self	<ul style="list-style-type: none"> <li>New Beginnings.</li> <li>See themselves as a valuable individual.</li> <li>Being me in my world.</li> <li>Class Rule Rules and Routines.</li> <li>Supporting children to build relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Getting on and falling out.</li> <li>How to deal with anger Emotions.</li> <li>Self - Confidence Build constructive and respectful relationships.</li> <li>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li> </ul>	<ul style="list-style-type: none"> <li>Feelings.</li> <li>Learning about qualities and differences.</li> <li>Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>What makes a good friend? Healthy me.</li> <li>Random acts of Kindness.</li> <li>Looking after pets.</li> <li>Looking After our Planet.</li> <li>Give children strategies for staying calm in the face of frustration.</li> <li>Talk them through why we take turns, wait politely, tidy up after ourselves and so on</li> </ul>	<ul style="list-style-type: none"> <li>Looking after others.</li> <li>Friendships.</li> <li>Dreams and Goals.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</li> </ul>	<ul style="list-style-type: none"> <li>Taking part in sports day.</li> <li>Winning and losing.</li> <li>Changing me - Look how far I've come!</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	Building Relationships	<p><b>Building Relationships:</b></p> <ul style="list-style-type: none"> <li>Throughout the year children will work towards forming relationships with the adults and their peers.</li> <li>They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs.</li> <li>Playing both team games and board games play an important role in the Reception year.</li> <li>This enables the children to understand turn taking and working cooperatively.</li> </ul>					

Communication and Language	Listening, and attention, understanding and speaking	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
		<ul style="list-style-type: none"> <li>Settling in activities and carpet times.</li> <li>Nursery rhymes.</li> <li>The Colour Monster – moods and feelings.</li> <li>Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?”</li> <li>Individual speech assessment.</li> <li>Baseline assessments</li> </ul>	<ul style="list-style-type: none"> <li>Links to festivals children's experiences, talking about shared experiences.</li> <li>Songs – Nativity and Christmas songs.</li> <li>Listening to stories and developing vocabulary.</li> <li>Good listening skills. Sharing weekend news.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships.</li> <li>Retelling a story using story language.</li> <li>Asking how and why questions...</li> <li>Sharing Christmas holiday news.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained focus when listening to a story.</li> <li>Describing events in detail using connectives.</li> <li>Understanding and using question words such as what, where, who...</li> <li>Sharing weekend news.</li> </ul>	<ul style="list-style-type: none"> <li>Retelling stories with an increased knowledge of story language and vocabulary.</li> <li>Relate the stories they have listened in their lives and their role-play.</li> <li>Make up their own stories with beginning, middle and end.</li> <li>Sharing Easter holiday news.</li> </ul>	<ul style="list-style-type: none"> <li>Able to talk about own abilities in positive way.</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Holding conversation in back and forth exchanges with adults and peers.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Sharing experiences from their lives using full sentences including use</li> </ul>
Physical Development	Gross Motor Skill	<p>Get Set for P.E – EYFS Fundamentals Unit Balancing – Running, jumping, changing direction, hopping, travelling.</p> <ul style="list-style-type: none"> <li>Cooperation games i.e. parachute games. Climbing on outdoor equipment.</li> <li>Different ways of moving to be explored with children.</li> <li>Help individual children to develop good personal hygiene.</li> <li>Provide regular reminders about thorough handwashing and toileting.</li> </ul>	<p>Get Set for P.E – EYFS Unit 1 Gymnastics – Shapes, balances, jumps, rocking, rolling.</p> <ul style="list-style-type: none"> <li>Ball skills- throwing and catching.</li> <li>Crates play- climbing.</li> <li>Skipping ropes in outside area dance related activities.</li> <li>provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</li> <li>Two-wheeled balance bikes and pedal bikes</li> </ul>	<p>Get Set for P.E – EYFS Unit 1 Ball Skills Rolling a ball- Stopping a rolling ball, throwing at a target, rolling a ball</p> <ul style="list-style-type: none"> <li>Provide a wide range of activities to support a broad range of abilities.</li> <li>Dance / moving to music. Gymnastics / Balance</li> </ul>	<p>Get Set for P.E – EYFS Games Unit 1- Running, balancing, changing direction, striking a ball, throwing</p> <ul style="list-style-type: none"> <li>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> </ul>	<p>Get Set for P.E – EYFS Fundamentals Unit 2 – Hopping, galloping, skipping, sliding, jumping</p> <ul style="list-style-type: none"> <li>Obstacle activities children moving over, under, through and around equipment.</li> <li>Encourage children to be highly active and get out of breath several times every day.</li> <li>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>Dance / moving to music.</li> </ul>	<p>Get Set for P.E – EYFS Games Unit 2 - Running changing direction, striking a ball</p> <ul style="list-style-type: none"> <li>Sports Day Practice</li> <li>Races / team games involving gross motor movements</li> <li>Dance related activities.</li> <li>Gymnastics / Balance</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>

	<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>Dough activities.</li> <li>Daily name writing activities.</li> <li>Threading, cutting, weaving, playdough</li> <li>Finger Gym activities.</li> <li>Manipulate objects with good fine motor skills.</li> <li>Show preference for dominant hand.</li> <li>Draw lines and circles using gross motor movements.</li> <li>Hold pencil/paint brush beyond whole hand grasp.</li> <li>Pencil Grip – encourage tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>Daily name/CVC writing activities.</li> <li>Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li>Develop muscle tone to put pencil pressure on paper.</li> <li>Use tools to effect changes to materials.</li> <li>Show preference for dominant hand</li> <li>Engage children in structured activities: guide them in what to draw, write or copy.</li> <li>Teach and model correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>Daily name/CVC writing activities.</li> <li>Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li>Begin to form letters correctly.</li> <li>Handle tools, objects, construction and malleable materials with increasing control.</li> <li>Encourage children to draw freely.</li> <li>Holding Small Items / Button Clothing / Cutting with Scissors.</li> </ul>	<ul style="list-style-type: none"> <li>Daily name/CVC writing activities.</li> <li>Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li>Hold pencil effectively with comfortable grip Forms recognisable</li> <li>letters most correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>Daily name/CVC/sentence writing activities.</li> <li>Threading, cutting, weaving, playdough.</li> <li>Finger Gym activities.</li> <li>Develop pencil grip and letter formation continually</li> <li>Use one hand consistently for fine motor tasks.</li> <li>Cut along a straight line with scissors</li> <li>Cut along a curved line, like a circle</li> <li>Draw a cross.</li> </ul>	<ul style="list-style-type: none"> <li>Holding a pencil effectively in preparation for fluid writing using the tripod grip.</li> <li>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square</li> <li>Begin</li> <li>to draw diagonal lines, like in a triangle</li> <li>Start to colour inside the lines of a picture Start to draw pictures that are recognizable</li> <li>Build things with smaller linking blocks, such as Duplo or Lego.</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>
<b>Literacy</b>	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Listening to stories.</li> <li>Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>Environment print.</li> <li>Having a favourite story/rhyme.</li> <li>Understand the five key concepts about print: - print has meaning -print can have different purposes -we read English text from left to right and from top to bottom - the names of the different parts of a book.</li> <li>Sequencing familiar stories through the use of pictures to tell the story.</li> <li>Recognising initial sounds.</li> <li>Name writing activities.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to retell stories.</li> <li>Retell stories related to events through acting/role play.</li> <li>Retelling stories using images / apps.</li> <li>Retelling of stories.</li> <li>Editing of story maps and orally retelling new stories.</li> <li>Sequence story – use vocabulary of beginning, middle and end.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Enjoys an increasing range of books.</li> <li>Actions to retell the story.</li> <li>Story Maps.</li> </ul>	<ul style="list-style-type: none"> <li>Retelling stories with the recently introduced vocabulary.</li> <li>Making up stories with themselves as the main character.</li> <li>Encourage children to record stories through picture drawing/mark making.</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Read a few common exception words matched to RWI.</li> <li>Ensure home reading books match their phonic knowledge.</li> <li>Using recently introduced vocabulary during discussions about stories and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Building fluency and understanding.</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>They develop their own narratives and explanations by connecting ideas or events.</li> <li>Information leaflets about animals in the garden/plants and growing.</li> <li>World Book Day Activities.</li> <li>Timeline of Life Cycle of a Swan.</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the stories they have listened to or have read themselves.</li> <li>Retell a story with actions and / or picture prompts as part of a group.</li> <li>Use story language when acting out a narrative.</li> <li>Rhyming words.</li> <li>Can explain the main events of a story.</li> <li>Can draw pictures of characters/event /setting in a story.</li> <li>May include labels, sentences or captions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</li> <li>Can draw pictures of characters/ event / setting in a story.</li> <li>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>Make predictions.</li> <li>Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead.</li> <li>Fiction means story.</li> <li>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title</li> </ul>

	Word Reading	<p><b>Linking sounds to letters.</b>  <b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Phonic Sounds: RWI Set 1 whole class.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Initial sounds, oral blending,</li> <li>CVC sounds, reciting known stories,</li> <li>listening to stories with attention and recall.</li> <li>Help children to read the sounds speedily.</li> <li>Ensure books are consistent with their developing phonic knowledge.</li> </ul>	<p><b>Begin to read words by sound blending.</b>  <b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Phonic Sounds:</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</li> <li>Spotting diagraphs in words.</li> <li>Show children how to touch each finger as they say each sound.</li> <li>For exception words such as 'the' and 'said',</li> <li>Help children identify the sound that is tricky to spell.</li> </ul>	<p><b>Introducing di-graphs.</b>  <b>Phonics:</b></p> <ul style="list-style-type: none"> <li>RWI Differentiated groups.</li> <li>Phonic Sounds: RWI</li> <li>Differentiated groups / Ditties.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Rhyming strings, common theme in traditional tales, identifying characters and settings.</li> <li>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</li> <li>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</li> </ul>	<p><b>Begin to read simple sentences.</b>  <b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Sounds: RWI Differentiated groups.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Story structure-beginning, middle, end.</li> <li>Innovating and retelling stories to an audience, non-fiction books.</li> <li>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</li> </ul>	<p><b>Read and understand simple sentences.</b>  <b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Sounds: RWI Differentiated groups.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Non-fiction texts,</li> <li>Internal blending,</li> <li>Naming letters of the alphabet.</li> <li>Distinguishing capital letters and lower-case letters.</li> </ul>	<p><b>Reading and understanding sentences with fluency including some common exception words.</b>  <b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Sounds: RWI Differentiated groups.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reading simple sentences with fluency.</li> <li>Reading CVCC and CCVC words confidently.</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li><b>Ourselves and Our Families:</b> Labels and Captions</li> <li><b>Patterns and Repetition:</b> Repetitive chants and rhymes, new endings for favourite stories.</li> <li><b>Sharing the Harvest:</b> Lists and Storytelling</li> </ul>	<ul style="list-style-type: none"> <li><b>Houses and Homes:</b> Traditional Tales – descriptions, letters, re-tellings</li> <li><b>Space:</b> Story sequence and captions</li> <li><b>Autumn Leaves:</b> Labels and Captions</li> <li><b>Celebrating Light and Dark:</b> Prepositions and Descriptions</li> <li><b>Christmas and Winter Traditions:</b> Greetings and Letters</li> </ul>	<ul style="list-style-type: none"> <li><b>Pick Up a Stick:</b> Labels and captions</li> <li><b>Winter Days and Nights:</b> Captions and instructions</li> <li><b>Dragons and Chinese New Year:</b> Captions and Banners</li> </ul>	<ul style="list-style-type: none"> <li><b>Dinosaurs:</b> Non-fiction texts and stories – researching dinosaurs</li> <li><b>Dinosaurs:</b> Dinosaur stories</li> <li><b>Spring into Spring:</b> Captions, Labels and Non-fiction writing</li> </ul>	<ul style="list-style-type: none"> <li><b>Growing plants:</b> Lists, labels and instructions</li> <li><b>Animal Life Cycles:</b> Labels, captions and simple report sequences.</li> <li><b>People who Help Us:</b> Captions, greetings cards and letters.</li> </ul>	<ul style="list-style-type: none"> <li><b>Superheroes:</b> Descriptive writing</li> <li><b>Fairy Tales:</b> Letters, short retellings of fairy tales</li> <li><b>Transport and Travel:</b> Lists, Maps and Recounts</li> </ul>
Specific: Maths Taught through White Rose Maths (a whole school approach)	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.						
	<ul style="list-style-type: none"> <li>Getting to know you (x2 weeks)</li> <li>Match, sort and compare (x2 weeks)</li> <li>Talk about measure and patterns (x2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>It's Me 1,2,3! (x2 weeks)</li> <li>Circles and Triangles (x1 week)</li> <li>1, 2,3, 4, 5 (x2 weeks)</li> <li>Shapes with 4 sides (x1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Alive in 5 (x2 weeks)</li> <li>Mass and Capacity (x1 week)</li> <li>Growing 6, 7, 8 (x2 weeks)</li> <li>Length, height and time (x1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Length, height and time (x1 week)</li> <li>Building 9 and 10 (x3 weeks)</li> <li>Explore 3D shapes (x1weeks)</li> </ul>	<ul style="list-style-type: none"> <li>20 and beyond (x2 weeks)</li> <li>How many now? (x1 week)</li> <li>Manipulate, compose and decompose (x2 weeks)</li> <li>Sharing and grouping (x1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Sharing and grouping (x1 week)</li> <li>Visualise, map and build (x3 weeks)</li> <li>Make connections (x1 week)</li> <li>Consolidation (x2 weeks)</li> </ul>	

Specific: UTW	Past and Present	<ul style="list-style-type: none"> <li>Who is in my family?</li> <li>Commenting on photos of their family – naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family?</li> <li>Name and describe people who are familiar to them.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction.</li> <li>Talk about members of their immediate family and community.</li> <li>Ourselves – parts of the body.</li> <li>Our school.</li> <li>Role play – home setting.</li> <li>Their past and their life as a baby.</li> </ul>	<ul style="list-style-type: none"> <li>Who is the first man who landed on the moon?</li> <li>Christmas' in the past. Show photos of how Christmas used to be celebrated in the past – book Christmas on Exeter Street</li> <li>Christmas traditions from the past.</li> <li>Use world maps to show children where some stories are based.</li> <li>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about what they have done with their families during the Christmas holiday.</li> <li>Compare and contrast characters from stories including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Dinosaurs and the important work of Mary Anning.</li> <li>Compare and contrast characters from stories including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Transport in past and now- similarities and difference.</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>
	People and Communities	<ul style="list-style-type: none"> <li>My School and where is everything?</li> <li>A map of my school</li> <li>Comparing maps of Thrapston and Titchmarsh looking and similarities and differences between towns and villages.</li> <li>Local fieldwork. P what does Titchmarsh Village have?</li> <li>Creating a map of Titchmarsh</li> <li>Christmas traditions compared with those around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Links to festivals: Bonfire night Diwali Christmas</li> <li>Role play – Christmas home scene.</li> <li>Cultural Events –Bonfire Night, Remembrance Sunday, Christmas, Diwali.</li> </ul>	<ul style="list-style-type: none"> <li>How New Year is celebrated in the UK compared to the rest of the world?</li> <li>Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>New Year and New Year traditions</li> <li>Chinese New Year – how is it celebrated?</li> <li>How is it different to New Year here?</li> <li>Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day</li> </ul>	<ul style="list-style-type: none"> <li>Role Play-Garden Centre</li> <li>People Who Help us Police, Firefighters, Vet and Dentist</li> <li>Visits from Veterinary and Dental Nurses.</li> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul>

	The Natural World	<ul style="list-style-type: none"> <li>Autumn - animals, trees, hibernation, and seasonal changes</li> <li>Autumn walk</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Walk – the season of Autumn</li> <li>Use all their senses in hands on exploration of natural materials.</li> <li>Explore and talk about different forces they can feel, exploring light and dark. How can we see in the dark?</li> <li>Exploring Space.</li> <li>How can we get to Space? NASA and astronauts. Space and the moon landing</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the differences between materials and changes they notice</li> <li>Changing states of matter – solid, liquid, melting</li> <li>Winter Days and Nights</li> <li>Winter Walk</li> </ul>	<ul style="list-style-type: none"> <li>Spring and seasonal changes</li> <li>Animals and their young</li> <li>Spring walk</li> <li>Animals and their young</li> <li>Understand the effects of the changing seasons on the natural world around them.</li> <li>Talk about what they see, using a wide range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Life Cycles – tadpole/caterpillar</li> <li>Plants, growing, changing and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Seasons – Spring – differences and changes over time – weather, animals and plants.</li> <li>Exploring the differences between land and water.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
Religious Education	Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.						
	<ul style="list-style-type: none"> <li>Unit F4: Being Special: where do we belong?</li> </ul>	<ul style="list-style-type: none"> <li>Unit F2: Why do Christians perform nativity plays at Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>Unit F6: What times/stories are special and why?</li> </ul>	<ul style="list-style-type: none"> <li>Unit F3: Why do Christians put a cross in an Easter Garden?</li> </ul>	<ul style="list-style-type: none"> <li>Unit F1: Why is the word 'God' so important to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>Unit F5: What places are special and why?</li> </ul>	
Special Celebrations	<ul style="list-style-type: none"> <li>Harvest festival</li> </ul>	<ul style="list-style-type: none"> <li>Diwali Hanukkah Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year Shrove Tuesday / Ash Wednesday St David's Day</li> </ul>	<ul style="list-style-type: none"> <li>Mother's Day, Holi Palm Sunday, Easter Sunday Vaisakhi Start of Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>Eid</li> </ul>	<ul style="list-style-type: none"> <li>Summer Solstice</li> </ul>	
Specific: Expressive Arts and Design	Art and Design Design Technology	<p><b>Colour and portraits</b></p> <ul style="list-style-type: none"> <li>To identify the primary colours: red, yellow and blue.</li> <li>To observe primary colours found in famous artwork e.g Mondrian.</li> <li>Mixing colours by adding water/ colours</li> <li>Explore light, dark and shading</li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>To draw a self-portrait from a photograph.</li> <li>To create a self-portrait using pastels.</li> <li>To learn how to mix water colour paint.</li> <li>To learn how to mix poster paints to create different colours</li> <li>Identify colours associated with seasons and to understand how artists use colour to show seasons.</li> <li>To look at a range of images for winter.</li> <li>To select materials for a purpose</li> <li>To develop fine motor skills</li> </ul>	<p><b>Sculpture and Puppets</b></p> <ul style="list-style-type: none"> <li>To know what sculpture is</li> <li>Using tools to create sculpture</li> <li>Exploring folding techniques and manipulating materials using different methods.</li> <li>Using materials to create puppets</li> <li>To explain how art works can be created.</li> </ul>	<p><b>Exploring Line</b></p> <ul style="list-style-type: none"> <li>Exploring different types of lines and using art pencils</li> <li>Learn about the work of Miro</li> <li>Using line to create a piece of art</li> <li>Mother's Day cards.</li> <li>Designing and making an Easter Bonnet</li> </ul>	<p><b>Still Life</b></p> <ul style="list-style-type: none"> <li>Understanding the artistic term still life.</li> <li>Looking at the work of Van Gogh</li> <li>Observe and draw fruit</li> <li>Observe and draw sunflowers.</li> </ul>	<p><b>Designing vehicles</b></p> <ul style="list-style-type: none"> <li>Observe, design and make a kite.</li> <li>Exploring, designing, and making types of boats.</li> <li>Exploring, designing, and making wheeled vehicles.</li> </ul>

	<b>Music</b>	<p><b>Mel</b> <b>Songs and Nursery Rhymes</b></p> <ul style="list-style-type: none"> <li>Pat-a-cake</li> <li>1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>This Old Man</li> <li>Five Little Ducks</li> <li>Name Song</li> <li>Things For Fingers</li> </ul> <p><b>Musical learning focus</b></p> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Share and perform the learning that has taken place.</li> <li><b>Harvest Festival Songs</b></li> </ul>	<p><b>Stories</b> <b>Songs and Nursery Rhymes</b></p> <ul style="list-style-type: none"> <li>I'm A Little Teapot</li> <li>The Grand Old Duke Of York</li> <li>Ring O' Roses</li> <li>Hickory Dickory Dock</li> <li>Not Too Difficult</li> <li>The ABC Song</li> </ul> <p><b>Musical learning focus</b></p> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Share and perform the learning that has taken place</li> <li><b>Nativity performance</b></li> </ul>	<p><b>Everyone</b> <b>Songs and Nursery Rhymes</b></p> <ul style="list-style-type: none"> <li>Wind The Bobbin Up</li> <li>Rock-a-bye Baby</li> <li>Five Little Monkeys Jumping On The Bed</li> <li>Twinkle Twinkle</li> <li>If You're Happy And You Know It</li> <li>Head, Shoulders, Knees And Toes</li> </ul> <p><b>Musical learning focus</b></p> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Singing and learning to play instruments within a song</li> <li>Share and perform the learning that has taken place</li> </ul>	<p><b>Our World</b> <b>Songs and Nursery Rhymes</b></p> <ul style="list-style-type: none"> <li>Old Macdonald</li> <li>Incy Wincy Spider</li> <li>Baa Baa Black Sheep</li> <li>Row, Row, Row Your Boat</li> <li>The Wheels On The Bus</li> <li>The Hokey Cokey</li> </ul> <p><b>Musical learning focus</b></p> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Singing and learning to play instruments within a song</li> <li>Share and perform the learning that has taken place</li> </ul>	<p><b>Big Bear Funk:</b> Is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.</p> <p><b>Musical learning focus</b></p> <ul style="list-style-type: none"> <li>Listening and appraising Funk music</li> <li>Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>Playing instruments within the song</li> <li>Improvisation using voices and instruments</li> <li>Riff-based composition</li> <li>Share and perform the learning that has taken place</li> <li><b>May Day</b></li> </ul>	<p><b>Reflect, Rewind and Replay</b> All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p><b>Musical learning focus</b></p> <ul style="list-style-type: none"> <li>Listen and Appraise</li> <li>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>Sing and revisit nursery rhymes and action songs</li> <li>Play instruments within the song</li> <li>Improvisation using voices and instruments</li> <li>Riff-based composition</li> <li>Share and perform the learning that has taken place</li> </ul>
<b>Learning at home opportunities</b>		<ul style="list-style-type: none"> <li>Newsletter activities</li> <li>RWI Phonics – Home Learning Pack sent home</li> <li>Speed Sounds set 1 activities</li> <li>Library</li> <li>School decodable reading books sent home.</li> <li>Word Walls</li> <li>Travelling Tim</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter activities</li> <li>RWI Phonics – Home Learning Pack sent home</li> <li>Speed Sounds set 1 activities</li> <li>Library</li> <li>School decodable reading books sent home.</li> <li>Word Walls</li> <li>Travelling Tim</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter activities</li> <li>RWI Phonics – Home Learning Pack sent home</li> <li>Speed Sounds set 1 activities</li> <li>Library</li> <li>School decodable reading books sent home.</li> <li>Word Walls</li> <li>Travelling Tim</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter activities</li> <li>RWI Phonics – Home Learning Pack sent home</li> <li>Speed Sounds set 1 activities</li> <li>Library</li> <li>School decodable reading books sent home.</li> <li>Word Walls</li> <li>Travelling Tim</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter activities</li> <li>RWI Phonics – Home Learning Pack sent home</li> <li>Speed Sounds set 1 activities</li> <li>Library</li> <li>School decodable reading books sent home.</li> <li>Word Walls</li> <li>Travelling Tim</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter activities</li> <li>RWI Phonics – Home Learning Pack sent home</li> <li>Speed Sounds set 1 activities</li> <li>Library</li> <li>School decodable reading books sent home.</li> <li>Word Walls</li> <li>Travelling Tim</li> </ul>
<b>Assessments</b>		<ul style="list-style-type: none"> <li>Baseline</li> <li>Writing- picture and name</li> <li>Maths – assessment</li> <li>Phonics – letter sounds/names</li> <li>Word Walls</li> </ul>	<ul style="list-style-type: none"> <li>Writing- picture and name</li> <li>Writing – unaided letter to Santa</li> <li>Maths – assessment</li> <li>Reading – word walls</li> <li>Phonics – assessment RWI</li> <li>Ongoing observation of all areas</li> </ul>	<ul style="list-style-type: none"> <li>Writing- picture and name</li> <li>Writing – CNY instructions</li> <li>Maths – assessment</li> <li>Reading – word walls</li> <li>Phonics –assessment RWI</li> <li>Ongoing observation of all areas</li> </ul>	<ul style="list-style-type: none"> <li>Writing- picture and name</li> <li>Writing – Goldilocks story</li> <li>Maths – assessment</li> <li>Reading – word walls</li> <li>Phonics –assessment RWI</li> <li>Ongoing observation of all areas</li> </ul>	<ul style="list-style-type: none"> <li>Writing- picture and name</li> <li>Writing – unaided letter to Santa</li> <li>Maths – assessment</li> <li>Reading – word walls</li> <li>Phonics – assessment RWI</li> <li>Ongoing observation of all areas</li> </ul>	<ul style="list-style-type: none"> <li>Data submitted to County</li> <li>Writing- picture and name/sentence</li> <li>Writing – unaided letter to new teacher</li> <li>Maths – assessment</li> <li>Salford Reading Assessment</li> <li>RWI half termly assessment</li> <li>Year 1 Phonics Screening Baseline assessment in readiness for Year 1</li> <li>Ongoing observation of all areas</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Trips/experiences/ activities/Parent Workshops</p>	<ul style="list-style-type: none"> <li>Autumn walk (helpers needed)</li> <li>Autumn Art Afternoon for parents</li> <li>Phonic Workshop/packs sent home</li> <li>Writing Workshop/packs sent home</li> <li>Maths Workshop/packs sent home</li> </ul>	<ul style="list-style-type: none"> <li>Maths Workshop for Parents</li> <li>Posting letters to Santa – parent helpers needed</li> <li>Post man to visit the children</li> <li>Open Afternoon</li> <li>Elf on the Shelf</li> <li>Nativity</li> </ul>	<ul style="list-style-type: none"> <li>Winter Walk (helpers needed)</li> <li>Bikeability</li> <li>World Book Day</li> </ul>	<ul style="list-style-type: none"> <li>Open Afternoon</li> </ul>	<ul style="list-style-type: none"> <li>Guide Dogs to visit – Bake Sale to raise money</li> <li>Gulliver's Land Dino and Farm Park</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>Meet the teacher – Year 1 transition</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Core texts</p>	<p><b>Ourselfs &amp; Our Families</b></p> <ul style="list-style-type: none"> <li>Do you like? [Hamilton Group Reader]</li> <li>It's okay to be different by Todd Parr</li> <li>Peace at last by Jill Murphy</li> <li>The Great Big Book of Families by Mary Hoffman</li> </ul> <p><b>Stories with Repeating Patterns</b></p> <ul style="list-style-type: none"> <li>We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury</li> <li>Little rabbit Foo Foo by Michael Rosen</li> </ul> <p><b>week 5</b> <b>Autumn Leaves</b></p> <ul style="list-style-type: none"> <li>The Leaf man by Lois Elhert</li> </ul> <p><b>Week 6</b> <b>Sharing the Harvest</b></p> <ul style="list-style-type: none"> <li>Pumpkin Soup by Helen Cooper</li> <li>The Enormous Turnip traditional tale</li> </ul>	<p><b>Weeks 1 &amp; 2</b> <b>Light and Dark</b></p> <ul style="list-style-type: none"> <li><b>Bears in the night</b> by Stan Berenstain</li> <li>Rama and Sita by Hamilton</li> <li>Let's Celebrate Five Days of Diwali by A. Chakraborty</li> <li>Rama and Sita by Malachy Doyle</li> </ul> <p><b>Weeks 3, 4 and 5</b> <b>Space</b></p> <ul style="list-style-type: none"> <li><b>Whatever Next</b> by Jill Murphy</li> <li>Toys in Space by Mini Grey</li> <li>Little Kids First Big Book of Space by Catherine D. Hughes</li> <li>Here Come the Aliens by Colin McNaughton</li> </ul> <p><b>Weeks 6 &amp; 7</b> <b>Christmas</b></p> <ul style="list-style-type: none"> <li><b>The Jolly Christmas Postman</b> by Janet &amp; Allan Ahlberg</li> <li>Christmas in Exeter Street by Di Hendry</li> <li>Harvey Slumfenburger's Christmas Present by John Burningham</li> <li>The Christmas Present (<i>Hamilton Animated Tale</i>)</li> </ul>	<p><b>Week 1, 2 and 3</b> <b>New Year</b> <b>Winter, Ice &amp; Dark Nights</b></p> <ul style="list-style-type: none"> <li>How to catch a Star</li> <li>The Bear's Winter House by John Yeoman</li> <li>The Owl Who Was Afraid of the Dark by Jill Tomlinson</li> </ul> <p><b>Week 4</b> <b>Food and Cooking</b></p> <ul style="list-style-type: none"> <li>Ketchup on Your Cornflakes? by Nick Sharratt</li> <li>The Giant Jam Sandwich by John Vernon Lord</li> <li>Mr Wolf's Pancakes by Jan Fearnley</li> <li>A version of The Gingerbread Man</li> </ul> <p><b>Weeks 5 and 6</b> <b>Dragons &amp; Chinese New Year</b></p> <ul style="list-style-type: none"> <li><b>Tell Me a Dragon</b> by Jackie Morris</li> <li><i>The Dragon Machine</i> by Helen Ward</li> <li><i>The Race Across the River</i> (<i>Hamilton Group Reader</i>)</li> <li><i>Chinese New Year (Holidays and Festivals)</i> by Nancy Dickmann</li> </ul>	<p><b>Weeks 1 and 2</b> <b>Dinosaurs</b></p> <ul style="list-style-type: none"> <li><i>Owls and Dinosaurs</i> (<i>Hamilton Group Reader</i>)</li> <li><i>Dinosaur Roar</i> by Paul Stickland</li> <li><i>The Dirty Great Dinosaur</i> by Martin Waddell</li> <li><i>Linus the Vegetarian T. Rex</i> by R Neubecker</li> </ul> <p><b>Weeks 3, 4 and 5</b> <b>Spring into Spring &amp; Easter</b></p> <ul style="list-style-type: none"> <li><i>Wakey-Wakey</i> (<i>Hamilton Group Reader</i>)</li> <li><i>Spring for the Birds</i> (<i>Hamilton Group Reader</i>)</li> <li><i>The Odd Egg</i> by Emily Gravett</li> <li><i>The Egg Drop</i> by Mini Grey</li> <li>A version of The Ugly Duckling</li> <li>The Easter Story</li> </ul>	<p><b>Weeks 1 &amp; 2</b> <b>Animal Life cycles</b></p> <ul style="list-style-type: none"> <li><b>The Very Hungry Caterpillar</b> by Eric Carle</li> <li><b>Caterpillars and Butterflies</b> by Stephanie Turnbull</li> <li><b>Tadpole's Promise</b> by Jeanne Willis</li> <li><b>Growing Frogs</b>, by Vivian French</li> </ul> <p><b>Weeks 3, 4 and 5</b> <b>People who Help Us</b></p> <ul style="list-style-type: none"> <li>Dog eat Dog (<i>Hamilton Group Reader</i>)</li> <li>The Very Helpful Hedgehog by Rosie Wellesley</li> <li>Vet by Rebecca Hunter</li> <li>Dentist by <a href="#">Rebecca Hunter</a></li> <li>Firefighter by Rebecca Hunter</li> <li>Police Officer by Rebecca Hunter</li> </ul> <p><b>Weeks 6 &amp; 7</b> <b>Superheroes</b></p> <ul style="list-style-type: none"> <li>Superheroes – All Sorts (<i>Hamilton Group Reader</i>)</li> <li>Eliot: Midnight Superhero by Anne Cottringer</li> <li>My Mum is a Supermum by Angela McAllister</li> <li>Superhero ABC by Bob McCleod</li> <li>Supertato by Sue Hendra</li> </ul>	<p><b>Week 1</b> <b>Growing Plants weeks 1 of 2</b></p> <ul style="list-style-type: none"> <li>Grass for Tea! (<i>Hamilton Group Reader</i>)</li> <li>The Tiny Seed by Eric Carle</li> </ul> <p><b>Growing Plants weeks 2 of 2</b></p> <ul style="list-style-type: none"> <li>Jasper's Beanstalk by Nick Butterworth</li> <li>Oliver's Vegetables by Vivian French</li> <li>Oliver's Fruit Salad by Vivian French</li> </ul> <p><b>Week 3 &amp; 4</b> <b>Traditional Tales – Fairly Tales</b></p> <ul style="list-style-type: none"> <li>Sleeping Beauty (<i>Hamilton Group Reader</i>)</li> <li>A traditional version of Sleeping Beauty</li> <li>A traditional version of Jack and the Beanstalk</li> <li>Jim and the Beanstalk by Raymond Briggs</li> <li>A traditional version of Hansel and Gretel</li> <li>Mixed Up Fairy Tales by Hilary Robinson</li> </ul> <p><b>Weeks 5 &amp; 6</b></p> <ul style="list-style-type: none"> <li>You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck</li> <li>The Train Ride by June Crebbin</li> <li>The Hundred Decker Bus by Mike Smith</li> <li>Naughty Bus by Jan Oke</li> </ul>

