



# Ready Steady Write Curriculum Coverage



Alderman Bolton Reception Class 2024-

## EYFS

A	B	C	D	E	F
<b>Vehicle Texts</b>					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme	Narrative: A Star Theme Purpose: To tell and write sentences around the theme	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme	Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme	Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme
Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe
<b>EYFS Themes</b>					
Friendship & Animals	Stars & Space	Superhero	Traditional Tales	Growing	Seaside

Age Related Expectations \* *Teaching and learning to be differentiated through short term planning, driven by assessment*  
*Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision*

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Small world	Friendship, animals and Frogs	Space, stars and planets	Superheros, mini me's and fire/police characters	Fairy tale characters	Planting, pots, soil and gardens	Whales, rock pools, seaside, planes and transport.
Week 1	Mr Big	Tiny Little rocket	Super bat	Little Red Riding Hood (big book)	Seed to plant part 1	Seashore
Week 2	Dogger	The lost stars	Newspaper boy and Origami girl	Three Little Pigs (Big book)	Seed to plant part 2	First book of the sea
Week 3	The owl and the pussycat	A rocketful of space poems	George saves the world by lunchtime	Goldilocks	To start with a seed	The seasaw
Week 4	A great big cuddle	Beegu	My mum is a supermum!	Billy Goats Gruff	Kate who tamed the wind	Three by the sea
Week 5	Lost and found	How to catch a star	- Fire fighters	Minibeasts Lifecycle of a butterfly	Oliver's vegetables	Emma janes aeroplane
Week 6	The tiger that came to tea	Solar System Christmas	- Police Officers	- Easter	Things with Wings	Seaside stories

<p>Week 7 UW texts that offer a mix of diverse stories about different religions, countries and past and present.</p> <p>Autumn term looks at how we are all different and have different families and backgrounds.</p>	<p>Your called what?</p> <p>Where are you from? Spreading my wings</p> <p>New baby I love me</p> <p>Peepo</p> <p>Not now Noor! Hijabs</p> <p>Talking is not my thing. (Autism)</p> <p>All are welcome The perfect fit The same but different You matter A world for me and you</p>	<p>Christmas Story / Nativity</p> <p>Eyes that speak to the stars</p> <p>My daddies Is that your mama? My magic family When you joined our family</p> <p>Where Bjorn belongs (Christmas/ASD)</p> <p>It's a no money day</p>	<p>Jabari tries</p> <p>Dadajis paint brush</p> <p>Astro girl</p> <p>Golden domes and silver lanterns (Muslim)</p> <p>Hats of faith</p>	<p>On the way home</p> <p>Milly Molly Mandy Stories</p> <p>Martha Maps it out.</p>	<p>Camille and the sunflowers</p> <p>Handas Surprise</p> <p>Where does my food come from?</p> <p>Coming to England</p>	<p>The boy who sailed around the world.</p> <p>My world your world</p>
Life Skills	<p>Wash hands</p> <p>Flush the toilet</p> <p>Dress myself - put on coat, use a zip and jumper.</p>	<p>Use toothpaste</p> <p>Brush my teeth</p> <p>Wash my brush</p>	<p>Use a knife and fork</p> <p>Order my lunch</p> <p>Cut my food</p>	<p>Make porridge</p> <p>Make bread</p> <p>Butter bread</p>	<p>Plant a seed</p> <p>Grow vegetables</p> <p>Care for living things</p> <p>Chop fruit and vegetables safely</p>	<p>Ride a bike</p> <p>Throw a ball</p> <p>Catch a ball</p> <p>Run a race</p> <p>Make a sandwich for a party.</p>

Science	<p>Changes over time from a baby to an adult</p> <p>Piece back together parts of the body and locate on request</p>	Name and describe the characteristics of the 4 seasons	Explore where meat and vegetables come from	<p>Lifecycles - Butterfly</p> <p>Learn all of the correct vocab linked to this</p>	<p>Growing -</p> <p>What do plants need to survive?</p> <p>What are roots for?</p> <p>What are leaves for?</p> <p>Observation over time with plants, vegetables and trees.</p>	<p>Materials - compare the characteristics of materials and what we would use them for.</p> <p>Changing states of matter -</p> <p>freezing/melting</p> <p>Looking after our planet, effect of humans on the natural world/plastic.</p>
RE	Diwali	Christmas	Ramadam	Easter	Eid	<p>Compare festivals.</p> <p>How we look after our world.</p>
History	<p>My life</p> <p>Event: My birthday.</p> <p>Person: Me and my family.</p> <p>Place: Home</p> <p>Changes: From baby to now.</p>	<p>My Family</p> <p>Event: Diwali or Christmas</p> <p>Person: Grandparents and parents.</p> <p>Person: Neil Armstrong</p> <p>Place: Temples, moon and space</p> <p>Changes: Family life.</p>	<p>My Toys</p> <p>Event: Valentines Day, Christmas</p> <p>Person: Fire fighters, police men.</p> <p>Place: Hospital, police station and fire station.</p> <p>Changes: Toys</p>	<p>My Town</p> <p>Event: Easter, Ramadam</p> <p>Person: God,</p> <p>Place: Church, mosque,</p> <p>Changes: Warrington</p>	<p>My Country</p> <p>Event: Eid</p> <p>Person: Queen Elizabeth &amp; the King</p> <p>Place: London</p> <p>Changes: past and present photos of gardens and London.</p>	<p>My World</p> <p>Event: Holidays</p> <p>Person: Amelia Airhart</p> <p>Place: Airport</p> <p>Changes: Seaside</p>

Geography	Self portraits	Family portraits	Map of my home	Map of Warrington	Map of the UK	Map of the world Compare life in this country and that of others.
PSED Jigsaw	I can understand how it feels to belong and that we are all different I can start to recognise and manage my feelings I can enjoy working with others to make school a good place I can understand why it is good to be kind and use gently hands I am starting to understand children's rights, and this means we should all be allowed to learn and play I am learning what being responsible means	I can identify something I am good at and understand everyone is good at different things I can understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a good friend I know which words to use to stand up for myself and others	I can understand that if I persevere, I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words to encourage people I can understand the link between what I learn now and the job I might like to do when I am older I can say how I feel when I achieve a goal and know what it means to feel proud	I can understand that I need to exercise to keep my body healthy I can understand how moving and resting are good for my body I know which foods are healthy and unhealthy and make the right choices for food I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know who my safe adults are and how to stay safe if they are not close by me.	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends To stop myself feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use calm me time to manage my feelings I know how to be a good friend.	I can name parts of the body I can tell you some of the things I can do and foods I can eat to keep healthy I understand how we all grow from babies into adults I can express how I feel about moving to Year 1 I can talk about any worries I have about moving to Year 1 I can share my memories about the best bits about Reception.
Art	Self portraits Autumn	Planet craft Christmas decs	Superhero mini mes House building	Minibeast art Easter craft	Flower painting Plant a seed	Safari silhouettes Seaside painting Whale craft
Music	Charanga A1	Charanga A2 Christmas Songs	Charanga S1	Charanga S2	Charanga S1	Charanga S2
PE			Dance - Seasons	Net & Wall games	Invasion game skills	Athletics 1

Trips / visitors	Grandparents Stay & play	Christmas Performance - Parents	Fire fighters visit Police man visit End of unit Parent Stay & Play	End of unit Parent Stay & Play	End of unit Parent Stay & Play	Knowsley Safari Park Sports Day
Celebrations	Birthdays Achievers Assembly Recycling Week National Grandparents Day Harvest Festival Diwali	Birthdays Achievers Assembly Halloween Bonfire Night Remembrance Day Anti-Bullying Week Children in Need Winter	Birthdays Achievers Assembly Valentine's Day Chinese new year	Birthdays Achievers Assembly Spring Shrove Tuesday World Book Day British Science Week Red Nose Day St Patrick's Day Mother's Day Ramadan Easter	Birthdays Achievers Assembly Eid	Birthdays Achievers Assembly Summer Transitions to Year 1

COMMUNICATION & LANGUAGE: ☐ Listening, Attention & Understanding ☐ Speaking

Educational Programme: 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.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021  
Booklet

*\* See EY2P Communication & Language*

<p>Listening, Attention and Understanding</p> <p><i>Understand a question or instruction that has two parts</i></p> <p>Daily routines e.g. tidy up time, challenges... <i>instruction</i></p> <p><i>Understand 'why' questions</i></p> <p>Why do you think he/she feels...?</p> <p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary linked to daily routine / theme</p> <p><i>See UW:</i> <input type="checkbox"/> Me and My Family <input type="checkbox"/> Autumn <input type="checkbox"/> Celebrations</p> <p>Begin to engage in story time</p> <p>Join in with repeated refrains / fill in rhyming words</p> <p>Listen to and begin to talk about stories to build familiarity and understanding</p> <p>Discuss characters, events, setting ... <i>character, happened</i></p> <p>Listen carefully to rhymes and songs and begin to pay attention to how they sound</p> <p>Learn rhymes, songs &amp; poems</p> <p>Anticipate words, begin to adapt phrases (<i>with support</i>)</p> <p>Speaking</p> <p>Use new vocabulary throughout the day</p> <p>Begin to ask questions to find out more and to check they understand what has been said to them</p> <p>Model &amp; encourage questions after instructions</p> <p>Begin to articulate their ideas and thoughts in well-formed sentence</p> <p>Express <input type="checkbox"/> Ideas to friends <input type="checkbox"/> Book talk</p>	<p>Listening, Attention and Understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Listen carefully to and learn rhymes, poems and songs</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary</p> <p>Begin to understand humour <i>e.g. nonsense rhymes / jokes</i></p> <p>Speaking</p> <p>Use new vocabulary in different contexts</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas &amp; thoughts in well-formed sentence</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen</p> <p>Develop and use social phrases with confidence</p> <p>Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>	<p>Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Understand humour more readily <i>e.g. nonsense rhymes/jokes</i></p> <p>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, 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>
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<p>Begin to connect one idea or action to another using a range of connectives... <i>because, although, but.</i></p> <p>Begin to describe events in some detail</p> <p>Develop social phrases</p> <p>Routines of the day ... <i>greetings, how are you?</i></p> <p>Friendship ... <i>Would you like to...?</i></p> <p>Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Focused &amp; linked texts - within small world / role play</p>		
<p>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT: <input type="checkbox"/> Self-Regulation <input type="checkbox"/> Managing Self <input type="checkbox"/> Building Relationships</p>		
<p>Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported 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. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		



<p>Self-Regulation</p> <p><i>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share</i></p> <p>How to compromise and negotiate to solve problems</p> <p>Use <input type="checkbox"/> book talk <input type="checkbox"/> puppets <input type="checkbox"/> real life experiences</p> <p>Begin to express feelings and consider the feelings of others</p> <p>Identify and name emotions ... <i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i></p> <p>Link book character's emotion to own experiences ... <i>expression, mood, feeling/emotion</i></p> <p>Begin to set own goals and show resilience and perseverance in the face of challenge</p> <p>Set a shared goal with a friend</p> <p>Begin to identify and moderate own feelings socially and emotionally</p> <p>Focus on <input type="checkbox"/> keeping <i>calm</i> <input type="checkbox"/> being <i>patient</i> <input type="checkbox"/> waiting for a <i>turn</i> <input type="checkbox"/> <i>sharing</i> <input type="checkbox"/> tidying up after themselves</p> <p>Managing Self</p> <p>Manage own self-care needs ... <i>fasten</i></p> <p>Independent use of <input type="checkbox"/> zips <input type="checkbox"/> buttons <input type="checkbox"/> coats <input type="checkbox"/> shoes</p> <p>Develop confidence to try new activities and show independence</p> <p>Access all types of enhancements (indoors &amp; outdoors)</p> <p>Know and begin to talk about the different factors that support their overall health and wellbeing:</p>	<p>Self-Regulation</p> <p>Express feelings and consider the feelings of others</p> <p>Set own goals and show resilience and perseverance in the face of challenge</p> <p>Identify and moderate own feelings socially and emotionally</p> <p>Think about the perspectives of others</p> <p>Managing Self</p> <p>Manage own self-care needs</p> <p>Know and talk about the different factors that support their overall health and wellbeing: <input type="checkbox"/> sensible amounts of 'screen time' <input type="checkbox"/> having a good sleep routine <input type="checkbox"/> being a safe pedestrian</p> <p>Building Relationships</p> <p>See self as a valuable individual</p> <p>Build constructive and respectful relationships</p>	<p>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, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>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>Building Relationships</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Continue to see self as a valuable individual</p>
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<p>Tooth brushing - importance and how ... <i>clean, decay</i></p> <p>Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i></p> <p>Building Relationships</p> <p>Begin to see self as a valuable individual</p> <p>Describe self, positively ... <i>proud, special, love (use books: 'Happy in Our Skin' &amp; 'My Hair')</i></p> <p>Begin to build constructive and respectful relationships</p> <p>Use social language to develop friendships see CL</p>		
<p>PHYSICAL DEVELOPMENT: <input type="checkbox"/> Gross Motor Skills <input type="checkbox"/> Fine Motor Skills</p>		
<p>Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		
Autumn	Spring	Summer
<p>Learning Priorities: Linked to Development Matters 2021</p>		

<p>Gross Motor Skills</p> <p>Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i></p> <p>Engage in and develop confidence in actions</p> <p>Begin to develop overall body-strength, balance, co-ordination and agility.</p> <p>Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prepositions</i></p> <p>Set own physical challenge ... <i>challenge, goal</i></p> <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i></p> <p>Begin to combine different movements with ease and fluency</p> <p>See above obstacle course</p> <p>Change movements / directions quickly</p> <p>Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Understand rules and reasons</p> <p>Further develop and refine a range of ball skills including: <i>throwing, catching, kicking</i></p> <p>Use different sizes / types of balls - in pairs</p> <p>Further develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene</p> <p>Fine Motor Skills</p> <p><i>Use a comfortable grip with good control when holding pens and pencils</i></p> <p>Consolidate tripod grip</p>	<p>Gross Motor Skills</p> <p>Continue to refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i></p> <p>Begin to progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i></p> <p>Fine Motor Skills</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:</p> <p>Effective pencil grip</p> <p>Correct letter formation (see Writing)</p>	<p>Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>
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<p>Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i></p>		
<p>LITERACY: <input type="checkbox"/> Reading - Comprehension <input type="checkbox"/> Reading - Word Reading <input type="checkbox"/> Writing</p>		
<p>Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>		
Autumn	Spring	Summer
<p>Learning Priorities: Linked to Development Matters 2021 <i>Term Plans</i></p> <p style="text-align: right;"><i>* See EY2P Literacy Long</i></p>		

<p>Reading: Comprehension / Word Reading Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. Recall key events ... <i>event</i> Talk about main characters... <i>character, beginning, middle, end</i> Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment <i>Understand the five key concepts about print, with a focus on</i> <i>Left to right</i> <i>1-1 correspondence ... word, letter, first / last</i> <i>Continue to develop P1 phonological awareness, focusing on</i> Rhythm &amp; rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i> Read individual letters by saying the sounds for them Secure P2 phonics ... <i>phoneme, grapheme, alphabet</i> Blend sounds into words, so that they can read short words made up of known GPCs P2 □ VC words □ CVC words Begin to read a few common exception words matched to the school's phonic programme <i>I, go, to, the, no, into ... tricky words</i> Begin to read simple phrases / sentences Apply P2 GPC Read pink B guided reading books aligned to phonic knowledge</p> <p>Writing:</p>	<p>Reading: Comprehension / Word Reading Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i> Retell story in small world / role play (in correct sequence) ...<i>beginning, middle, end, set</i> Take on role of character using some story language Talk about likes and dislikes of texts, rhymes and poems Choose a book and begin to explain why ...<i>because</i> Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment <i>Continue to develop P1 phonological awareness, focusing on</i> Oral blending and segmenting Say the sound for: For each letter of the alphabet Double letters □ ss □ ll □ zz □ ck □ ff Consonant digraphs □ sh □ ch □ th, □ ng ...<i>digraph</i> Begin to read words consistent with their phonic knowledge Mid P3 □ CVC words Read some common exception words matched to the school's phonic programme <i>he, she, me, be, we, was (plus see Autumn words)</i> Read simple phrases / sentences Apply P2-3, i.e. sets 1-7 + consonant digraphs Read red guided reading books aligned to phonic knowledge</p>	<p>Reading: Comprehension / Word Reading <i>Continue to develop P1 phonological awareness</i> Oral blending and segmenting Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...<i>sequence</i> Anticipate-where appropriate-key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Begin to notice some relationships between one text and another Begin to comment on perceived links with own life experience or other experiences, <i>e.g. films, books</i> Say the sound for each letter of the alphabet and for at least 10 digraphs Secure P3...<i>trigraph</i> Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (<i>approximately yellow book band - instructional level</i>) <i>you, they, all, are, my, her (plus see Autumn/Spring words)</i></p> <p>Writing: Write recognisable letters (lower case and capital) most of which are formed correctly</p>
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<p><i>Write name correctly</i></p> <p>Use correct letter formation</p> <p><i>Use some of their print and letter knowledge in their early writing</i></p> <p>Begin to form lower-case letters correctly</p> <p>Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... <i>spell</i></p> <p>Use <input type="checkbox"/> initial sounds <input type="checkbox"/> VC <input type="checkbox"/> CVC words</p> <p>Write labels</p> <p>Begin to write lists &amp; captions, focusing on ...<i>label, caption, space</i></p> <p>Oral rehearsal / vocabulary</p> <p>Begin to reread what they have written</p>	<p>Writing:</p> <p>Form most lower-case and capital letter correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words</p> <p>Write captions/phrases and begin to write simple sentences using known GPCs ...<i>sentence, full stop, capital letter</i></p> <p>Include word spacing</p> <p>Orally rehearse caption of sentence before writing</p> <p>Re-read what they have written to make sure it makes sense</p> <p>Begin to write a variety of <input type="checkbox"/> fiction and non-fiction sentences / captions</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs</p> <p>CVC words</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Including: <input type="checkbox"/> oral rehearsal of sentence before writing <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letter</p> <p>Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:</p> <p>2-3-part story (<i>e.g. using story map/planner</i>)</p> <p>Instructions</p> <p>Fact cards (<i>e.g. using a 'spider gram' to collate information</i>)</p>
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MATHEMATICS: ☐ Numerical Pattern ☐ Number

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021  
*Plans*

*\* See EY2P Mathematics Long Term*

<p>Numerical Pattern / Number</p> <p>Recite numbers to 10</p> <p>Forward &amp; backward <input type="checkbox"/> Finger rhymes (Ten Little Friends) <input type="checkbox"/> passing games ... <i>forwards, backwards</i></p> <p>Break counting chain (not always starting from 1)</p> <p>Talk about position ... <i>before, after</i></p> <p>Count objects, actions and sounds</p> <p>Up to 5 - in context of <input type="checkbox"/> daily routine <input type="checkbox"/> sharing <input type="checkbox"/> turn taking</p> <p>Count objects in an irregular arrangement</p> <p>Subitise 3 / 4 objects (quick recall without counting)</p> <p>Matching children to images in workshop areas</p> <p>Fast recognition of dice patterns</p> <p>Link the number symbol (numeral) with its cardinal number value to 5</p> <p>Compare quantities up to 5 ... <i>more than, less than, fewer, who has one more / less</i></p> <p>Understand 'one more/less than' to 5</p> <p>Use sentence with support ... <i>Three is one more than two</i></p> <p>Explore the composition of numbers to 5</p> <p>Recognise total is still the same</p> <p>Using variety of resources ... <i>more, less, makes, equals, altogether</i></p> <p>Begin to explore number bonds to 5</p> <p>Use a range of resources</p> <p>Understand how to use a flip flap to 5</p> <p>Shape, Space &amp; Measure</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Create shape picture ...consolidate ...<i>2D shape names</i></p>	<p>Numerical Pattern / Number</p> <p>Recite numbers to 20</p> <p>Backward from 10 and begin to recite backwards from 15</p> <p>Break counting chain (not always starting from 1 forwards or 10 backwards)</p> <p>Talk about position up to 5 and begin to talk about position up to 10</p> <p>Count objects, actions and sounds</p> <p>Up to 10, in context of <input type="checkbox"/> daily routine <input type="checkbox"/> sharing <input type="checkbox"/> turn taking</p> <p>Count objects in an irregular arrangement</p> <p>Begin to estimate number of objects up to 10 then check by counting</p> <p>Subitise 5 objects (quick recall without counting)</p> <p>Link the number symbol (numeral) with its cardinal number value to 10</p> <p>Compare quantities up to 10</p> <p>Understand 'one more/less than' to 10</p> <p>Use sentence ... <i>six is one more than five</i></p> <p>Begin to explore the composition of numbers to 10</p> <p>Recall number bonds to 5</p> <p>Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... <i>altogether, more/now</i></p> <p>Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... <i>left</i></p> <p>Begin to share, double and half up to 10 objects</p> <p>Shape, Space &amp; Measure</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Begin to compose and decompose shapes within practical activities</p> <p>Continue, copy and create repeating patterns</p>	<p>Numerical Pattern / Number</p> <p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>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.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Shape, Space &amp; Measure</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compose and decompose shapes within practical activities</p> <p>Continue, copy and create more complex repeating patterns</p> <p>Compare length, height, weight and capacity</p> <p>Measure and compare short periods of time</p>
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Put shapes together to make new shape ... <i>fit, turn</i> Continue, copy and create repeating patterns Talk about pattern ... <i>repeat, next, before, after, in between</i> Begin to compare length, weight and capacity Order 2-3 items by length / weight ... <i>heavier/est, lighter/est, longer/est, shorter/est</i>	Compare length, height, weight and capacity Order 2-3 items by capacity and height Begin to order and sequence familiar events Become familiar with a clock face and hands Measure short periods of time	
UNDERSTANDING THE WORLD <input type="checkbox"/> Past and Present (KS1: History) <input type="checkbox"/> People, Culture & Communities (KS1: R.E / Geography) <input type="checkbox"/> Natural World (KS1: Geography / Science)		
EYFS Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		



<p>Past and Present  <i>Begin to make sense of their own life-story and family's history</i>  Begin to comment on images of familiar situations in the past  When Mum and Dad were little ... <i>past, history, long ago</i>  People, Culture &amp; Communities  Talk about members of their immediate family and community  Describe family members ... <i>grandparent, older, younger</i>  Understand that there are many different types of families ...<i>parent, step-sister / brother / mum / dad, similar, different</i>  Name and describe people who are familiar to them  People in their local / school community... <i>site manager, office manager, lolly pop person, shop keeper</i>  Develop an understanding of different occupations  Dentist / School Staff / Astronauts  Begin to understand that some places are special to members of their community  Talk about special places they go with their family... <i>places of worship visited by children</i>  Begin to recognise that people have different beliefs and celebrate special times in different ways  Understand how different people celebrate birthdays  Develop a knowledge and awareness of other festivals ... <i>Harvest, Diwali, Christmas</i>  Natural World  Explore the natural world around them</p>	<p>Past and Present  Comment on images of familiar situations in the past  People, Culture &amp; Communities  Talk about members of their immediate family and community  Name and describe people who are familiar to them  Develop an understanding of different occupations  Dentist / School Staff / Astronauts  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways  Recognise some similarities and differences between life in this country and other countries  Natural World  Explore the natural world around them  Describe what they see, hear and feel whilst outside  Understand the effect of changing seasons on the natural world around them</p> <p>Continue to develop interest in linked: <input type="checkbox"/> texts across themes, fiction and non-fiction <input type="checkbox"/> sources of technological information</p>	<p>Past and Present  Develop an understanding of different occupations  Dentist / School Staff / Astronauts  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.  People, Culture &amp; Communities  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.  Natural World  Explore the natural world around them, making observations and drawing pictures of animals and plants  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>
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<p>Leaves <input type="checkbox"/> sort by shape/size <input type="checkbox"/> begin to identify some local tree species ... <i>nature, natural</i></p> <p>Describe what they see, hear and feel whilst outside</p> <p>Leaf shape, size &amp; colour... <i>shape and colours words e.g. long, spiky, gold, rust, orange</i></p> <p>Understand the effect of changing seasons on the natural world around them - Autumn into Winter</p> <p>Observe / talk about changing <input type="checkbox"/> seasons ... <i>season, summer, autumn, winter</i> <input type="checkbox"/> changes in autumn ... <i>temperature, change, hibernation, darker, weather, wind</i></p> <p>* Develop interest in linked: <input type="checkbox"/> texts across themes, fiction and non-fiction <input type="checkbox"/> sources of technological information</p>		<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Continue to develop interest in linked: <input type="checkbox"/> texts across themes, fiction and non-fiction <input type="checkbox"/> sources of technological information</p>
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EXPRESSIVE ARTS & DESIGN: <input type="checkbox"/> Creating with Materials <input type="checkbox"/> Being Imaginative & Expressive		
EYFS Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		

<p>Creating with Materials</p> <p><i>Draw with increasing complexity and detail, such as representing a face with a circle and including details</i></p> <p><i>Show different emotions in drawings and paintings</i></p> <p><i>Continue to explore colour and colour mixing.</i></p> <p>Safely use and explore a variety of materials and tools</p> <p>Explore new techniques</p> <p>Talk about new creations</p> <p>Begin to return to and build upon previous learning</p> <p>Being Imaginative &amp; Expressive</p> <p><i>Take part in simple pretend play</i></p> <p><i>Family / play date role play ... role, pretend, imagine</i></p> <p><i>Begin to develop complex stories using small world equipment</i></p> <p>Begin to develop storylines in their pretend play - including those linked to focus text ... <i>story language, character, beginning, middle, end</i></p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>How does the music make me feel? ... <i>emotions vocabulary (see PSE)</i></p> <p>Begin to watch and talk about dance and performance art</p> <p>What type of dance/music is it? ... <i>adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i></p>	<p>Creating with Materials</p> <p>Explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Being Imaginative &amp; Expressive</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative &amp; Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>
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Watch live music / dance performances linked to festivals ... <i>perform, celebrate,</i> <i>audience, musician , dancer</i> Sing in a group or on their own Engage in circle and partner songs Begin to make own verse for familiar song Begin to explore and engage in music making and dance Invent and dance / play music to show different emotions ... <i>emotions vocabulary</i> <i>(see PSE)</i>		
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