

Reception Long Term Plan

Vision	As one we pray together, play together, learn together, as one.		
Values			
Characteristics of effective learning	<u>Playing and Exploring</u> Children investigate and experience things, and 'have a go'	<u>Active Learning</u> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	<u>Creating and Thinking Critically</u> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things'
Terms	Autumn	Spring	Summer
Topics	All About Me	Journeys	Explorers Outdoors
Prime Areas			
Communication and Language	<p>At St Bede's, we are aware that the development of children's spoken language underpins all seven areas of learning and development. We share a range of literature with the children daily, engaging them actively in stories, non-fiction texts, rhymes, songs and poems. We model rich and extensive vocabulary and pause to share definitions of words and phrases to broaden children's language skills. Through conversations, storytelling, role-play and sensitive questioning that invites them to elaborate, children become increasingly confident at using a wide range of vocabulary and language structures. Children are given regular opportunities to share their Tapestry observations from home, talk about their 'All About Me' booklets; share their thoughts, knowledge and ideas with others on the carpet and through play; and engage in discussions about plots, characters and settings during story time. Children also take part in daily <i>Vocabulary Ninja</i> sessions to broaden their vocabulary and to breakdown the meaning of words. To further support our children who do not enter Reception at an expected level, we also provide language interventions such as <i>NELI</i> (3x 30-minute sessions/week).</p>		
	<ul style="list-style-type: none"> -To listen to stories with and be able to join in with repetitive phrases and refrains, focusing on key texts. -To identify the main characters and setting for stories. -To retell stories, through role-play and small world play, recognising rhyming words. -To sequence stories using props, pictures, puppets. -To share information about ourselves, our families and where we live. -To learn, develop and use new vocabulary through stories read and topic related work. 	<ul style="list-style-type: none"> -To describe features of traditional stories. - To express their ideas and feelings about their experiences. -To ask how and why questions -To retell a story with story language. -To remember key points from a story. -To ask questions to find out more and to check they understand what has been said to them. -To describe events (e.g. Chinese New Year). - To learn rhymes, poems and songs. -To talk about similarities and differences between things in the past and now. 	<ul style="list-style-type: none"> -To use vocabulary learnt to have a conversation with others. -To engage in meaningful conversations with others. -To continue to learn and recite, poems and songs. -To listen to, engage in and talk about nonfiction. -To develop an ability to listen attentively in a range of situations. -To listen to stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions.

- To learn how to ask and answer questions.
- To take part in circle times; speaking aloud, taking turns to speak and listening to peers.
- To learn to follow instructions.
- To talk about our experience of special days and special occasions.
- To ask and answer questions, using a range of vocabulary and tenses, talking in sentences to express thoughts.
- To listen to others in small groups and take part in discussions.
- To learn and use new vocabulary linked to special days and building up vocabulary that reflects the breadth of experiences.
- To begin to talk about why things happen using new vocabulary learnt.
- To listen and respond to stories.
- To follow instructions.
- To understand how to listen carefully and why listening is important.
- To listen to familiar stories with increasing attention and recall.
- To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- To show an understanding of prepositions such as under, on top or behind.
- To respond to instructions and follow directions.
- To use more complex sentences to link thoughts.
- To use language in recalling past experiences. -To retell a simple past event in correct order. -To use talk to explain what is happening and anticipate what might happen next.

- To follow a story without pictures or props. -
- To follow instructions involving several ideas or actions, answering 'how' and 'why' questions about experiences and in response to stories or events.
- To link statements and stick to a main theme or intention.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To listen and respond to ideas expressed by others in conversation or discussion.
- To use past, present and future when talking about events that have happened or are to happen in the future.
- To introduce a storyline or narrative into play.
- To listen to and answer questions about different traditional stories.
- To use talk for writing to explore different endings to the stories, character descriptions and recreate roles and experiences linked to traditional tales.
- To sequence stories using props, pictures, puppets.
- To listen to and responds to ideas expressed by others.
- To develop vocabulary and learning how to have a conversation linked to a specific theme.
- To develop skills, asking and answering questions using a range of vocabulary and tenses.
- To know different features of texts.
- To talk confidently about why things happen using new vocabulary learnt.
- To engage in meaningful conversations with others.
- To learn and recite, poems and songs.

- To develop attention to what others say and respond appropriately.
- To listen and respond to ideas expressed by others in conversation or discussion.
- To continue to learn how to express ourselves effectively, showing awareness of listeners' needs.
- To show variability in listening behaviour. can both listen and do for short span.
- To listen and respond to ideas expressed by others in conversation or discussion.
- To understand questions such as who; why; when; where and how.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To continue introducing a storyline or narrative into their play.
- To understand a range of more complex sentence structures.
- To sequence familiar rhymes and to be able to say what happens next in a story.
- To use the words they know appropriately to organise themselves and their play.
- To talk about the experiences they have had at different points in the school year

	<ul style="list-style-type: none"> -To understand <i>why</i> and <i>how</i> questions and question why things happen and give explanations 	<ul style="list-style-type: none"> -To listen to and engage in and talk about selected nonfiction. -To articulate ideas and thoughts into well-formed sentences and ask questions to find out more. 	
Prime Areas			
Personal, Social and Emotional Development	<p>Personal, Social and Emotional Development is one of the prime areas which supports children to have a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning. Within Reception, children are taught the skills and strategies they need to develop personally, socially and emotionally. We support children to understand who they are and what they can do as well as understand themselves in relation to others, making friends and the rules of society. We support children to understand their emotions and how we can understand the feelings of others. This helps children to build positive relationships with their peers and show empathy and compassion towards others. Within our Reception class, the children are provided with opportunities and experiences to develop their own relationships, self-confidence and self-awareness. Our children are encouraged to develop their ability to share and manage their own feelings and behaviour following Reception rules and routines. We want to encourage our children to develop their independence with their own hygiene procedures, decision-making as well as selecting and using resources. We also encourage our children to develop their understanding by expressing their own views and needs as well as listening to those of others. We encourage our children to take turns in conversations, small-group work and whole-class activities. The use of circle time and role play opportunities is a focus in extending our children's understanding and development.</p>		
	<ul style="list-style-type: none"> -To learn how to develop friendships with peers and adults. -To make and understand and follow our classroom rules (kind thoughts, actions and words). -To work as part of a group or class. -To take turns and share fairly. -To take care of our toys and equipment. -To discuss feelings and describe themselves in a positive way. -To express needs and opinions. -To work, play and problem-solve with friends. -To begin to develop confidence to try new activities. -To promote independence and awareness with handwashing. 	<ul style="list-style-type: none"> -To keep myself safe indoors and outdoors. -To listen to my feelings. -To keep safe online. -To learn about people who help to keep me safe. -To be confident when choosing resources and show perseverance when carrying out our chosen activities. -to show confidence in speaking to others about their own needs, wants, interests and opinions. -To take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by ourselves, sometimes with support. -To be aware of behavioural expectations and classroom rules, becoming sensitive to ideas of justice and fairness - linking with class rules. 	<ul style="list-style-type: none"> -To focus on resilience. -To learn about how we grow and change. -To be kind to living creatures. -To take care of animals (ducklings / butterflies). -To learn how to take steps to resolve conflicts with other children by negotiating and finding a compromise. -To continue to seek adult support, articulating our wants and needs. -To begin to describe our competencies, what we can do well and are getting better at; describing ourselves in positive but realistic terms. -To have a clear idea about what we want to do in our play and how we want to go about it.

	<ul style="list-style-type: none"> -To discuss feelings linking with special days. -To take turns, share and care in small groups. -To express our needs and opinions. -To talk about special days. -To continue to develop friendships. To problem-solve with their friends. -To meet our Year 6 Buddies. To begin to develop confidence to try new activities. -To begin to adapt our behaviour to match changes in routine, such as Christmas performances. -To put our class rules in action by continuing to work on managing our thoughts, feelings and actions. -To develop self-confidence and self-awareness, being confident talking to others and asking for help. -To recognise the impact of choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. 	<ul style="list-style-type: none"> -To talk about our own and others' feelings and behaviour and its consequences. -To look after special people: I know that caring relationships are at the heart of happy families. -To looking after my friends: I know what makes a good friend. -To be helpful at home and caring for our classroom. -To care for our world. -To be increasingly flexible and cooperative as we are more able to understand other people's needs, wants and behaviours. -To become increasingly socially skilled and take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by ourselves, sometimes with support. -To describe our competencies, what we can do well and get better at seeking support, "emotional refuelling" and practical help in new or challenging situations. -To attempt to repair relationships or situations where we have caused upset and understands how our actions impact others, sometimes with the support of an adult. 	<ul style="list-style-type: none"> -To continue to follow behavioural expectations and be sensitive to ideas of justice and fairness. -To understand our own and other people's feelings, offering empathy and comfort. -To continue to develop the ability to play co-operatively, taking turns with others. -To get ready to transition into Year 1 - Year 1 readiness. -To develop special friendships with other children. -To continue to be flexible and cooperative as we are more able to understand other people's needs, wants and behaviours. -To take steps to resolve conflicts with other children by negotiating and finding a compromise. -To describe our competencies, what they can do well and are getting better at. -To have a clear idea about what we want to do in our play and how we want to go about it. -To talk about our own and others' feelings and behaviour and its consequences. -To be able to manage our feelings and tolerate situations in which our wishes cannot be met.
--	--	--	---

Prime Areas

<p>Physical Development</p>	<p>Physical Development is a prime area in the curriculum. It supports children in continuing to develop their control and coordination. Children will further develop their gross motor skills (large movements) and refine their hand-eye coordination. It is vital that children develop their core strength, balance, coordination and spatial awareness, both through taught skills-based sessions and by a carefully planned environment, providing opportunities for children to practise their skills. In our Reception class, the children will partake in <i>Dough Gym</i> and <i>Squiggle While you Wiggle</i> sessions to help strengthen these various skills. Children also have continuous access to the outdoor environment where learning is carefully planned to ensure children are given a range of opportunities to support their gross motor skills development. Fine motor skills development involves children using smaller movements with dexterity and precision. Children will be given opportunities to strengthen the muscles in their hands and will be taught to use objects such as pencils, scissors and cutlery with accuracy and control. We encourage children to develop their independence towards health and self-care skills through the use of practical</p>
------------------------------------	---

activities. Children are also encouraged to identify the effect exercise has on their body and given the importance of healthy choices in relation to food. Children take part in weekly P.E lessons in the main school hall. Specialist coaches are brought in to help develop children's skills during PE. E.g. Story stretching teacher, Gymnastics teacher.

- To begin to use anticlockwise movement and retrace vertical lines.
- To use climbing equipment safely and competently.
- To negotiate space effectively with spatial awareness and adjust speed or direction to avoid obstacles.
- To observe and describe the effects of physical activity on their bodies and name and identify different parts of the body.
- To thread, cut, weave, manipulate playdough, to develop our fine motor skills.
- To develop muscle tone to put pencil pressure on paper and to form recognisable letters.
- To use tools to effect changes to materials.
- To take practical action to reduce risk, showing their understanding that equipment and tools can be used safely.
- To show preference for a dominant hand.
- To develop our ball skills: throwing (to grasp and release with two hands) catching and kicking, using different sized balls.
- To follow the rules of a game

- To show good practice with regards to exercise, eating, sleeping and hygiene.
- To be able to balance and coordinate safely.
- To negotiate space effectively.
- To continue to develop our fine motor skills, through threading, cutting, weaving, and playdough.
- To continue to form letters, most of which are correctly formed.
- To continue to handle tools, objects, construction and malleable materials with increasing control.
- To handle small items/button clothing/zips and cutting with scissors.
- To experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.
- To manage our own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- To handle tools, objects, construction and malleable materials safely and with increasing control.
- To hold a pencil effectively with comfortable grip.
- To form recognisable letters, most of which are correctly formed.
- To show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- To use simple tools to effect changes to materials.

- To use a pencil effectively to form recognisable letters, most of which are formed correctly.
- To continue to develop fine motor strength.
- To use one hand consistently for fine motor tasks.
- To cut along a straight line with scissors.
- To start to cut along a curved line, like a circle.
- To develop balance and core muscle strength.
- To improve our jumping and landing skills.
- To develop an awareness of space.
- To follow the rules of a game.
- To develop increasing control over an object in pushing, patting, throwing, catching or kicking it.
- To develop an understanding of good practices with regards to how exercise, eating, drinking water, sleeping and hygiene can contribute to good health.
- To develop an understanding of how and why we need to eat a healthy range of foodstuffs the importance of the need for a variety in food.
- To continue to understand the need for safety when tackling new challenges, considering risks more independently.
- To use simple tools to effect changes to materials.
- To handle tools, objects, construction and malleable materials safely and with increasing control and intention.

		<ul style="list-style-type: none"> -To show some understanding that good practices with regards to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. -To experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. -To show understanding of the need for safety when tackling new challenges and consider and manages some risks by taking independent action or by giving a verbal warning to others. 	<ul style="list-style-type: none"> -To show good control, confidence and coordination in large and small movements. - To cut a shape out using scissors. -To begin to draw diagonal lines, like in a triangle. -To start to colour inside the lines of a picture. -To draw pictures that are recognisable. -To build things with smaller linking blocks, such as unifix, mobilo or Lego. -To experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. -To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. -To take part in sports day activities and challenges. To understand physical changes on the body that can occur when feeling various emotions. -To show understanding of the need for safety when tackling new challenges.
--	--	---	---

Specific Areas

<p>Literacy</p> <p>Reading</p>	<p>Reading is a strand of the specific area Literacy. In Reception, children are taught the skills they need to begin to read with fluency and understanding. Children are exposed to a range of stories and books everyday through fiction, non-fiction and poetry. They are taught how to recite familiar stories and poems as well as compose their own. The children are exposed to a rich reading environment where they can look at stories and illustrations independently or with peers. They also have the opportunity of listening to a variety of new and familiar stories, which are read to them on a daily basis. The children take part in a daily 'Bug Club' phonics session, which is a lively, exciting phonics programme. This teaches children their letter sounds and supports them towards their reading and writing journey in their life. It offers an online reading world, which includes eBooks and interactive games. Children are taught to recognise letters and their sounds to enable them to begin to read and write simple sentences and beyond. 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. The children also take part in daily Vocabulary Ninja where they are exposed to a new word each day to expand their vocabulary bank and learn how to spell the new word and also find out what it means as well as writing it in a caption. Vocabulary Ninja's mission is to transform every child into an inspired author, a proficient reader and a skilled mathematician.</p>
--	--

<ul style="list-style-type: none"> -To start the reading journey by hearing and saying the initial sound in words. -To read words using our phonic knowledge. -To listen to and discuss stories. -To use the reading area and look at books with a purpose, independently. -To build up a story using a wordless book and images only. -To read a decodable book. -To begin to read some tricky words. -To take part in 1:1 reading. -To engage in weekly school library visits. -To read words linked with Bug Club. -To be aware of the way stories are structured, and to tell own stories. -To talk about events and principal characters in stories and suggests how the story might end. -To discuss illustrations and words in print and digital books and how to handle books and touch screen technology carefully. -To show awareness of rhyme and alliteration. -To recognise rhythm in spoken words, songs, poems and rhymes. -To clap or tap the syllables in words. -To hear and say the sound in words. -To take part in Nursery Rhyme Week. 	<ul style="list-style-type: none"> -To read words linked with Bug Club. -To segment the sounds in simple words and blend them together, knowing which letters represent some of them. -To use developing knowledge of letters and sounds to read simple words and sentences. -To enjoy an increasing range of print and digital books, both fiction and non-fiction. -To hear and say the initial sounds in words. -To read a decodable book. -To read some tricky words. -To take part in 1:1 reading. -To engage in weekly school library visits. -To continue a rhyming string and identifies alliteration. -To know that information can be retrieved from books, computers and mobile digital devices. -To link sounds to some frequently used digraphs, e.g. sh, th, ch. -To begin to read some tricky words, and to use developing knowledge of letters and sounds to read simple phonetically decodable words and simple sentences. -To enjoy a range of stories including traditional tales and fairy tales. -To discuss the characters in a story. -To engage with Year 6 reading buddies. 	<ul style="list-style-type: none"> -To read words linked with Bug Club. -To read written work such as diary entries. -To read sentences and stories. -To know about new words and developing and using new vocabulary. -To use phonic knowledge to read regular words. -To segment the sounds in simple words and blend them together. -To read some common irregular words. -To show understanding when talking with others about what they have read. -To engage with Year 6 reading buddies. -To read a decodable book. -To take part in 1:1 reading. -To engage in weekly school library visits. -To continue a rhyming string and identify alliteration. -To begin to segment the sounds in simple words and blend them together. -To begin to link sounds to some frequently used digraphs/trigraphs. -To read a greater bank of tricky words. -To break the flow of speech into words, to hear and say the initial sound in words. -To develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet. -To read some common irregular words. -To show understanding when talking with others about what they have read. -To take part in guided reading. -To retell stories. -To understand the structure of stories. -To identify characters. 	<ul style="list-style-type: none"> -To read words linked with Bug Club. -To read written work such as diary entries. -To read sentences and stories. -To know about new words and developing and using new vocabulary. -To use phonic knowledge to read regular words. -To segment the sounds in simple words and blend them together. -To read some common irregular words. -To show understanding when talking with others about what they have read. -To engage with Year 6 reading buddies. -To read a decodable book. -To take part in 1:1 reading. -To engage in weekly school library visits. -To continue a rhyming string and identify alliteration. -To begin to segment the sounds in simple words and blend them together. -To begin to link sounds to some frequently used digraphs/trigraphs. -To read a greater bank of tricky words. -To break the flow of speech into words, to hear and say the initial sound in words. -To develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet. -To read some common irregular words. -To show understanding when talking with others about what they have read. -To take part in guided reading. -To retell stories. -To understand the structure of stories. -To identify characters.
---	--	---	---

			-To know the role of an illustrator and author within a story.
Specific Areas			
Literacy Writing	<p>Writing is also a strand within Literacy. Within this area of learning, we focus on developing your child's awareness and skills of writing. The children will have numerous opportunities to mark-make and develop their use of fine motor skills and their pincer grip throughout all areas of their play. The use of the early stages of emergent writing will progress towards your child's understanding of writing. Your child will begin to understand that writing has a purpose, which will encourage them towards their writing journey. Daily phonics lessons will also support the development of writing, as children are taught how to write from a very early stage.</p>		
	<ul style="list-style-type: none"> -To hold a pencil. -To develop pencil control. -To write own name. -To ascribe meanings to marks. -To start the writing journey by hearing and writing initial sounds in words. -To write simple words. -To mark make in their play. E.g. roleplay areas, construction etc. -To write their own names and names of family members. -To write from left to right. -To make letter shapes to represent sounds. -To write lists, such as shopping lists. -To write words linked to Bug Club. -To write simple cards. -To write a wish list/letter to Santa. 	<ul style="list-style-type: none"> -To mark make in their play. E.g. roleplay areas, construction etc. -To write their own names and names of family members. -To make letter shapes to represent sounds. -To write lists, such as shopping lists or invite lists. -To write words linked to Bug Club. -To write labels and marks to represent map work. -To write words, labels and captions, later progressing to simple sentences. -To identify letters and begin writing recognisable letters in sequence, such as their own name. -To write to communicate meaning in their play e.g. lists, cards, menus, labels. -To hear and say the initial sounds in words. -To link sounds to letters and segment and blend CVC words. -To form letters with increasing accuracy. -To write captions and be able to read them back. -To write from left to right. -To identify letters and begin writing recognisable letters in sequence, such as their own name. 	<ul style="list-style-type: none"> -To begin to use capital letters and full stops. -To write sentences which can be read by others. -To write recognisable letters, most of which are correctly formed. -To write for a purpose E.g. postcards, recounts, diary entries etc. -To continue to independently write words linked to Bug Club. -To write diary entries. -To write simple stories. -To write some common irregular words. -To incorporate digraphs/trigraphs when writing. -To develop phonic knowledge to write words in ways which match spoken sound. -To spell words correctly and others are phonetically plausible. -To write with increasing independence, writing through a wide range of activities. -To use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

- To begin to rewrite phrases and sentences from familiar fairy tales.
- To begin to use imagination to write own sentences for a story.
- To use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.
- To write captions and be able to re-read them.
- To label life-cycle, plants and animals.

Specific Areas

Maths	<p>At St Bede's, we follow the NCETM's <i>Maths Mastery</i> scheme of work, which seeks to develop a deep, long-term, secure and adaptable understanding of mathematics in all learners. We teach daily, whole-class interactive sessions, which enable all children to master the concepts necessary for the next part of the curriculum sequence. Each lesson links to prior learning to ensure all children can access the new learning and identify steps in progression to build secure understanding. Through back-and-forth interactions, questioning, short tasks, explanations, demonstrations, and discussions, children are encouraged think, reason and apply their knowledge to solve problems. If a child fails to grasp a concept or procedure, this is identified quickly, and gaps in understanding are addressed systematically to prevent them from falling behind. We also use White Rose Maths Version 3 for Shape, Space and Measure planning which we teach once a week on a Friday. We enhance our provision and use mathematical language within play experiences to extend the children's knowledge and understanding of number and shape, space and measures. We frequently embed learning in real-life contexts to make mathematics relatable and meaningful.</p>
--------------	--

	<p><u>Maths Mastery (Number)</u></p> <ul style="list-style-type: none"> -Subitising within 3 -Focus on counting skills -Explore how all numbers are made of 1s Focus on composition of 3 and 4 -Subitise objects and sounds -Comparison of sets - 'just by looking' -Use the language of comparison: more than and fewer than -Focus on counting skills -Focus on the 'five-ness of 5' using one hand and the die pattern for 5 -Comparison of sets - by matching -Use the language of comparison: more than, fewer than, an equal number -Explore the concept of 'whole' and 'part' -Focus on the composition of 3, 4 and 5 -Practise object counting skills -Match numerals to quantities within 10 Verbal counting beyond 20 <p><u>White Rose (Shape, Space and Measure)</u></p> <p>Compare size, compare mass, compare capacity, explore simple patterns, cope and continue simple patterns, create simple patterns, identify and name circles and triangles, compare circles and triangles, shapes in the environment, describe position, identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, my day and night.</p>	<p><u>Maths Mastery (Number)</u></p> <ul style="list-style-type: none"> -Subitise within 5 focusing on die patterns -Match numerals to quantities within 5 -Counting - focus on ordinality and the 'staircase' pattern -See that each number is one more than the previous number -Focus on 5 -Focus on 6 and 7 as '5 and a bit' -Compare sets and use language of comparison: more than, fewer than, an equal number to -Make unequal sets equal -Focus on the 'staircase' pattern and ordering numbers -Focus on ordering of numbers to 8 -Use language of less than -Focus on 7 -Doubles - explore how some numbers can be made with 2 equal parts -Sorting numbers according to attributes - odd and even numbers <p><u>White Rose (Shape, Space and Measure)</u></p> <p>Compare mass, find a balance, explore capacity, explore length, explore height, talk about time, order and sequence time, recognise, find and use 2D and 3D shapes, identify more complex patterns, copy and continue patterns, patterns in the environment.</p>	<p><u>Maths Mastery (Number)</u></p> <ul style="list-style-type: none"> - Counting - larger sets and things that cannot be seen - Subitising - to 6, including in structured arrangements - Composition - '5 and a bit' - Composition - of 10 -Comparison - linked to ordinality -Play track games -Subitise to 5 -Introduce the rekenrek - Automatic recall of bonds to 5 - Composition of numbers to 10 - Comparison - Number patterns - Counting <p><u>White Rose (Shape, Space and Measure)</u></p> <p>Selecting shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements, compose shapes, decompose shapes, copy 2D shape pictures, find 2D shapes within 3D shapes, identify units of repeating patterns, create own pattern rules, explore own pattern rules, replicate and build scenes and constructions, visualise from different positions, describe positions, give instructions to build, explore mapping, represent maps with models, create own maps from familiar places, create own maps and plans from story situations, deepen understanding, patterns and relationships.</p>
--	---	---	---

Specific Areas

<p>Understanding the World</p>	<p>We support children's knowledge, skills and understanding to help them make sense of people and communities, the wider world and technology. This area of learning emphasises the importance for children to be inquisitive, to challenge and to investigate the world around</p>
---------------------------------------	---

them. We ensure that your child's learning is supported by a variety of opportunities and equipment such as iPads, interactive whiteboards and programmable toys. We also allow the use of a wide range of tools, ensuring they are used safely and for the correct purpose. Our children engage in an inspirational, long-term Forest School programme throughout the academic year (October - July), attending *Scotswood Community Nature Gardens (SCNG)* every other week, as part a small group of 15 children. During their Forest School sessions, children are given space and time to explore and discover their natural surroundings, experience appropriate risk and challenge through play, and develop their creativity, imagination, resilience and confidence. Children direct their own learning and interests, whilst remembering to always look after themselves, others and nature. They experience SCNG in all weathers and seasons. As part of our *People Who Help Us* topic, children also meet professionals and learn about their roles and responsibilities in society. E.g. a dental hygienist, paramedic and beekeeper. Through our *All About Me* topic, children reflect on the qualities that make them special and how they are growing and changing with the passing of time. Our RE curriculum delves into other religions, such as Islam, Judaism and Hinduism.

- To talk about how they have changed since they were a baby.
- To talk about special times and significant events in their own experiences and family and friends.
- To know that some foods are unhealthy.
- To sort healthy and unhealthy foods.
- To discuss signs of autumn and talk about how autumn is different / the same as the other seasons.
- To sequence the human life cycle.
- To identify body parts
- To identify similarities and differences between each other
- To explore our senses - feely boxes, senses trail, eye spy, taste testing, smelling scents and sound walks
- To explore families / important people in own lives.
- To feel confident knowing our school and school grounds
- To learn about other cultural / special days (Harvest festival)

- To find out about our local area Denton Burn.
- To talk about how to take care of our environment
- To compare Denton Burn to a contrasting environment using stories or current issues.
- To share stories about the past and shares stories that are set in different part of the world
- To know that people in other countries may speak different language, and have different beliefs and transitions.
- To know that people around the world have different religions
- To learn about alternative celebration 'Chinese New Year' building on previous topic learning.
- To identify weather and seasonal changes.
- To begin to identify risks in and area school and share this with peers and staff (health and safety officer).
- To know that adults do a variety of jobs.
- To know that the emergency services exist and what they do.

- To talk about the life cycle of plants, animals and humans.
- To identify what plants, animals and humans need to survive.
- To explore a range of habitats, looking at why the animal lives like that.
- To know that humans and other animals can grow.
- To experience the life cycle of a chick.
- To experience the life cycle of a butterfly.
- To revisit the human life cycle and identify how far we how came since starting school.
- To identify weather and seasonal changes.
- To continue to identify and address any risks through health and safety officer opportunities.
- To talk about the lives of the people around them and their roles in society
- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- To understand the past through settings, characters and events encountered in books read in class and storytelling.

	<ul style="list-style-type: none"> -To look for signs of Autumn, through Autumn walks and investigate the change in weather. -To identify special days and how they are celebrated -To find out about autumn term festivals: Harvest, Advent, Christmas, Diwali. -To talk about members of their family and community. -To talk about family customs and routines. -To learn about special days, what makes them important to us. -To build on from 'Super ME' topic by looking at photographs from special occasions such as birthdays and christenings etc. -To look at signs of winter, through winter walks and investigating the change in weather conditions. -To use and explore natural materials. -To describe special times/events for ourselves, family and friends. 	<ul style="list-style-type: none"> -To talk about the different jobs that adults do and how they can help us (paramedics / nurses / doctors / fire fights / postman / shop assistant etc). -To select appropriate materials according to their properties. To name and identify a range of different materials and to know how they are used in familiar environments. -To identify weather and seasonal changes. -To confidently identify risks in and area school and share this with peers and staff (health and safety officer) -To learn about and relate stories to stranger danger. 	<ul style="list-style-type: none"> -To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -To 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 -To 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. -To explore the natural world around them, making observations and drawing pictures of animals and plants -To 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 -To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. -To know that some foods are unhealthy. -To sort healthy and unhealthy foods. -To explore signs of summer and talk about how summer is different / the same as the other seasons. -To take responsibility to support risks within environment.
--	---	--	--

Technology	<ul style="list-style-type: none"> -To use technological devices e.g. iPad, Beebots -To experiment with technological toys -To operate simple equipment- IPADS, CD, computer mouse and keyboard, camera, talking buttons and story phones. 	<ul style="list-style-type: none"> -To take part in online internet safety week -To know that they can retrieve information from the internet 	<ul style="list-style-type: none"> -To use the internet with adult supervision to retrieve information Draw, record and take videos on screen. -To access the ICT suite/chrome books and log into the computers ready for Year 1.
-------------------	---	---	---

Specific Areas

Expressive Arts and Design	<p>At St. Bede's, creativity is part of our daily routine. We support your child's exploration within their play, allowing them to explore media and materials whilst extending their thoughts, ideas, imagination and creativity. Opportunities are provided to ensure creativity is consistent and extended, such as music and movement activities, imaginative role play and a variety of art and design technology tasks. This part of the curriculum is about enabling children to experiment with media and materials, finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques. Children are taught the skills they need to join materials, thinking about cause and effect. The learning environment provides planned opportunities for children to perform, building a repertoire of songs and dances. Children also take part in weekly music sessions led by a music teacher where they learn songs and how to play musical instruments.</p>
-----------------------------------	---

	<ul style="list-style-type: none"> -To join in with songs such as nursery rhymes, topic themed songs and develop a shared song bank within Reception. -To mix colours. -To build stories around toys such as small world resources and use available props to support role play. -To build models using construction equipment. -To explore junk modelling, display creations and/or take picture of children's creations and record (visually or written down) explaining what they did. -To explore sounds and how they can be changed, tapping out of simple rhythms. -To play pitch matching games, humming or singing -To draw a self-portrait. -To explore feelings: taking photos of children acting out emotions, engaging with emotion stories and using puppets. -To access the creative areas and use tools safely and correctly. -To draw, paint and create with a purpose. -To be creative and use different materials in own artwork. -To plan and create with a purpose in mind. -To join in with familiar songs and learn new songs. -To join in with formal music time sessions with our music teacher Mrs Armstrong playing instruments and moving in different ways to music -To use different textures and materials for example when making firework pictures. -To listen to music and make their own dances in response. 	<ul style="list-style-type: none"> -To use paints, pastels and other resources -To make lanterns, Chinese writing, puppet making, -To explore Chinese music and composition -To make models from recycled materials. -To access the creative areas and use tools safely and correctly. -To draw, paint and construct with a purpose, using a variety of resources. -To build a collection of songs and dances and make music in a range of ways. -To explore what happens when we mix colours. -To use simple tools and techniques competently and appropriately. -To choose particular colours, movements, instruments/sounds to use for a purpose. -To develop storylines or narratives, playing cooperatively as part of a group. -To link with artists: Artist - David McKee Yoyoi Kusama -To use a range of resources to create own props to aid role play. -To plan, carry out and evaluate and change where necessary. -To manipulate materials to achieve a planned effect. -To use a range of props to support and enhance role play. -To identify and select resources and tools to achieve a particular outcome. -To engage with Mother's Day crafts, Easter crafts printing, patterns on Easter eggs. -To engage with rubbings of leaves/plants. -To use their increasing knowledge and 	<ul style="list-style-type: none"> To use role-play to represent 'People who Help Us'. -To select appropriate resources and adapt work where necessary. -To know the different uses and purposes of a range of media and materials. -To safely construct with a purpose and evaluate their designs. -To explore how colour can be changed. -To produce a piece of artwork using an artist's style as a stimulus. -To sing, make music and dance, and experiment with ways of changing them. -To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. -To use different forms of art to communicate feeling and opinions. E.g. drama, movement, dance, and music. -To carry on introducing a storyline or narrative into their play. -To play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. -To respond imaginatively to different art forms and share their opinions on them. -To join in with formal music time sessions with our music teacher, Mrs Armstrong, playing instruments and moving in different ways to music -To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -To make use of props and materials when role playing characters in narratives and stories.
--	---	---	---

	<ul style="list-style-type: none"> -To teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. -To engage in role-play of The Nativity. -To explore colours and how they can be changed as well as distinguishing between colours. -To join in circle games, action rhymes and songs. -To learn Christmas songs and other special day's songs. -To draw / paint special memories from special days. -To imitate movement to music, linked with occasions such as firework movement and birthday party games. -To use role-play in their play. -To make Christmas cards, calendars and other festival related objects and items. -To begin to be creative and use different materials in their artwork. -To plan and create junk models with a purpose in mind. -To link with artists: Vincent Van Gogh - Night time sky. Kandinsky art linked to Maths WRM - circles 	<p>understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <ul style="list-style-type: none"> -To use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. -To play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. -To choose particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. -To continue to build a collection of songs and dances. -To join in with formal music time sessions with our music teacher Mrs Armstrong playing instruments and moving in different ways to music -To link with artists: - David McKee - Elmer the Elephant illustrator. Yoyoi Kusama - dotty artwork Mattise - snail artwork 	<ul style="list-style-type: none"> -To continue to build a collection of songs and dances. -To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. -To create representations of both imaginary and real-life ideas, events, people and objects. - To continue playing cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. -To share their creations, explaining the process they have used. -To link with artists - clay modelling Patti Warashina.
--	---	--	---

Additional Information

<p>Community Cohesion/Parent links</p>	<p>Throughout the year we provide a wide range of opportunities to liaise with parents and the local community.</p> <ul style="list-style-type: none"> ➤ Transition (from outside Nurseries to Reception), Reception to Year 1. ➤ Invite parents/carers and governors in to share stay and play sessions, stay, play and pray session. ➤ Internet website for links and updates. ➤ All about me booklet to share between home and Reception. ➤ Visiting our local library. Library books and reading books as well as the story time suitcase. ➤ Tapestry updates. ➤ Parent evenings.
--	--

- Open evening for new parents
- Early Years Sports Day
- Christmas production.
- Training for parents (Maths and Phonics).
- Weekly newsletters
- Email opportunity to class teacher
- Mystery reader
- Parent voice/feedback.
- End of year report.

Weekly Forest School to our local community gardens - Scotswood Gardens, school trips e.g. Adventure Valley,
Visits from a Paramedic, Bee Keeper and Dentist for People Who Help Us, visits from a Librarian.