Wool Church of England Primary Reception Aspirations-led Curriculum

To grow an insect friendly garden and talk about changes observed over time.



To plan and sustain attention when deciding what they are going to explore in the environment and show increasing levels of perseverance and resilience.



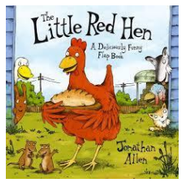
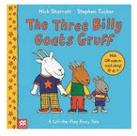
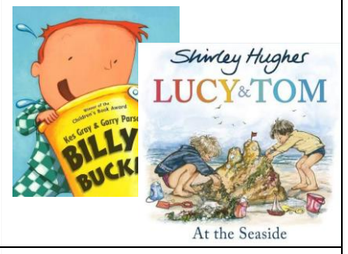
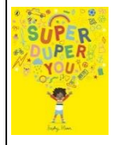
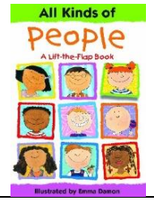
To choose a favourite story, poem or rhyme and retell in their own way to a small audience using props and music effects.



To explore and perform music from some different cultures.



Reception Aspirations Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main enquiry	**Who are we?**		**Share a story**	**What clues can we see that it is Spring? What is happening now?**	**What is the world around me like?**	
Possible lines of enquiry (but not limited to)	**Who is special to me?** Me and my family My home and my community· Making friends and learning about our friends· Expressing myself Understanding that all families are different· People who help and care for us· Learning about ourselves- what we look like, what we like, our emotions·	**How can we celebrate together?** Important days to me-birthdays Important days to my community-Remembrance Day, Diwali, Christmas, bonfire night· Similarities and differences Celebrating Autumn Celebrations from different cultures·	Traditional tales and fairy tales· A traditional tale from another culture·	Signs of Spring in and around the school grounds· Encouraging and identifying wildlife in the school· How do animals grow and change? Understand that things can grow and change over time e·g· when observing life cycles and plant growth· Know that Spring is a time for new life·	**What grows around me?** How do you grow a sunflower? What makes an insect-friendly garden? Why are insects important? What food can we grow? What do fruits and vegetables look like on the inside? To identify and name common minibeasts· To identify and name simple plants in our EYFS/forest school environment·	**What can I find at the seaside?** To know the basics of sun safety· To learn about seaside safety To explore our local seaside· What is the seaside like? What lives in the sea? What can we find on the beach? How can we look after the seaside? Who works at the seaside? What do people do at the seaside? How does the sea change?
Experiences	• Children/adults to bring photos in to be displayed in the classroom· • Mini Mes· • Visit to church and taking part in Harvest festival· • Exploring seasonal changes· • Enjoy exploring their environment during forest school· • A walk around school • Making family pictures· • Drawing self-portraits·	• Stories and discussions about birthdays and other celebrations· Role play, cooking and creating for a special occasion· Talking about what I do and what you do to celebrate· • Participate in Christmas celebrations· • Enjoy exploring their environment during forest school·	• Enjoy exploring their environment during forest school· • Daily opportunities to listen to and discuss stories· • Listen to a range of high-quality texts· • Listen to stories from different cultures and traditions·	• Enjoy exploring their environment during forest school· • Farm visit to learn about life cycles· • Visit to church and taking part in Easter celebrations· • Local area walks to look at and discuss changes in the environment and seasons· • Plant seeds and bulbs, take care of them and talk about how they grow and change· • Creating habitats and food sources for wildlife e·g· bird feeder, hedgehog house· • Learn about life cycles, observing the life cycle of tadpoles or chicks· Discuss the changes they see· Take photos and create drawings· Sequence pictures of a life cycle, using the language of sequencing·	To enjoy exploring their environment during forest school· Explore tadpoles and butterflies in the classroom· Plant food in Forest school and create labels for them· Care for, water the plants they have grown, learning how to be good gardeners· Learn about different insect-friendly plants· Growing our own sunflowers from seeds· Explore different seeds, exploring shape, colour, size etc· Hatching chicks·	• To enjoy exploring their environment during forest school· • Visit a local seaside· • Look at map/globes to find the seaside· • Explore floating and sinking· • Sandcastle building • Comparing sizes of shells, pebbles etc· • Filling and emptying water containers· • Sensory tray- sand, shells, seaweed and water· • Photos and videos of the seaside· • Shared reading of seaside stories· • Shell counting, sorting and pattern making·
Practitioner Oracy Focus	Introduce visuals consistently across EYFS· Model using language appropriately to communicate needs – commentary, repeating back, clarifying, Model good listening and find opportunities to create shared attention and keep interactions going· Model positive language to build a positive self-image using CoETL Model using language to describe feelings·	Use narration to model thinking and problem solving· Model asking questions to find out more and distinguish between a question and a fact· Extend interactions by adding vocabulary· Draw attention to misconceptions by offering alternative points of view· Model using language of negotiation· Recap on prior learning and experiences· Model taking turns to generate a back-and-forth conversation	Model making links between different environments using language of comparison· Model describing changes to seasons and environments· Extend children's vocabulary adding adjectives or using tier 3 vocabulary· Encourage children to narrate their thinking and problem solving· Model imagining, posing questions such as 'what might it be like to…?' and 'what if…?'· Support children to recall simple facts·	Model remembering about changes to seasons from autumn to winter· Remind children of activities and challenges they have encountered so far and how they solved them· Recap on prior learning and experiences· Model explaining why things happen and how things work, using clear, simple language· Introduce subject specific (tier 3) language· Pose 'how' and 'why' questions, modelling how these could be answered· Encourage children to ponder and ask questions, providing sentence stems as required·	Model posing problems, introducing the language of 'could', 'might', 'shall', 'should', 'what if' related to problems· Use narration to model thinking and problem solving and encourage children to do the same· Draw attention to misconceptions, encouraging children to describe what they can see and how this differs to the misconception· Model using subject specific language· Model explaining why things happen and how things work, using clear, simple language·	Recap on prior learning and experiences· Encourage children to recall and use subject specific vocabulary· Model your thinking to make comparisons between places, drawing on prior knowledge and experience Encourage children to describe what they can see and make comparisons with other places· Suggest ideas for how things have changed and encourage children to offer their ideas· Suggest ideas for why things might change· Model using language related to the past·
Key texts Fiction & non fiction	 	  Add books about celebrations·	 			
Parallel texts	 					

To explore and perform music from some different cultures			
Milestones Children can…·	Implementation Adults will…· so that children can…	Additional enhancements and interests	Resources
By the end of Autumn Term… The children can listen to a piece of music· The children will enjoy listening to various songs and enjoy talking about music· They will be able to compare songs and discuss what they like or dislike· To appreciate that other people have different ideas and thoughts about music and be able to actively listen to their ideas and turn take in conversation· The children can explore different instruments and know how to use a variety of instruments·	Adults will provide a range of music so the children can experience music from different cultures· Adults to model using instruments and support children using the instruments· Adults to support an atmosphere where listening skills are encouraged· Adults to create a learning environment so that the children can feel happy and confident to express different styles of music that they are drawn to· Adults will provide a range of books, resources and experiences so that the children can learn about some different cultures· Adults to record or support children to record key vocabulary the children use linked to their findings·	A range of music being played during different parts of the daily routine- snack time, when the children come into school· Putting clothes, objects (relating to the area the music originates from) and pictures into the environment to encourage language around music· Add natural objects to create their own music· Adults to share books from other cultures· Individual media devices for independent choice of listening to music· Adults will model how to create posters and invitations·	Visuals to show different musical instruments and how to use them correctly· Examples of posters and invitations· Resources to create invitations and posters· Books about different cultures· Objects from different cultures in the home corner· Small world characters in the home corner· A range of different instruments·
By the end of Spring Term… Children are able to understand and move expressively with the music including loud, soft· Children are able to perform music from a different culture to some peers in their classroom· Children are able to practise performing in a bigger space, such as field· Children are able to turn take in conversations, listen and respect other ideas, follow instructions from peers· Children are able to identify what instruments they can hear in music· Sound discrimination· Children to understand what makes a good audience and what is required to show a performance that the audience will understand· Children show proficient and confident control of a variety of tools and resources to make objects, such as instruments·	Adults will provide a range of music so the children can experience music from different cultures· Adults to model performing music in front of their peers and how to be a good audience· Adults to create an atmosphere so that children can feel confident to express their ideas and perform to a group· Adults will model how we can use our whole body to show how we can make different sounds, move and use the space according to the music· Adults will model and provide resources so that children can send invitations and create posters for an event· Adults to capture wow moments linked to children's learning and self-expression in play·	Musical instruments in the environment to experience different types of instruments· Space to practise performing and immerse themselves in music· A range of music being played during different parts of the daily routine- snack time, when the children come into school· Putting clothes, objects and pictures into the environment to encourage language around music· Add natural objects to create their own music· Adults to share books from other cultures· Individual media devices for independent choice of listening to music·	Key music vocabulary up in the classroom· Examples of invitations and posters· Resources to create invitations and posters·
By the end of Summer Term… Children can perform a song from another culture to another class· Children can play instruments during their performance that they have created· To have confidence and be proud in their own journey about music and movement and wanting to share this with others through performance and writing·	Adults to provide different resources into the creation area so the children can create their own instruments during explore and challenge· Adults will model and provide resources so that children can write and send invitations and create posters for their performance· Adults to record key children's learning as needed·	Musical instruments in the environment to experience different types of instruments· Space to practise performing and immerse themselves in music· A range of music being played during different parts of the daily routine- snack time, when the children come into school· Putting clothes, objects and pictures into the environment to encourage language around music· Add natural objects to create their own music· Adults to share books from other cultures· Individual media devices for independent choice of listening to music·	Craft and junk modelling resources for children to make independent choices to create their own musical instruments· Musical instruments Examples of invitations and posters· Resources to create invitations and posters·

Choose a favourite story, poem or rhymes with story themes and retell in their own way to a small audience using props and music effects·			
Milestones Children can…·	Implementation Adults will…· so that children can…	Additional enhancements and interests	Resources
By the end of Autumn Term… Children actively engage in familiar stories, songs and rhymes e·g· joining in with repeated refrains, singing some of the words, joining in with actions· Children begin to remember and join in with book language, sometimes with adult support· Children can talk about a story· Children can talk about what they like about a story/what they dislike about a story/what their favourite stories are· Children begin to use recently introduced vocabulary, including those from stories, in a range of contexts, inside and outside· Children can successfully listen to a story, hold books and turn pages and listen quietly to music· With adult support, children can create and follow a story map· Children can listen to a short story, sustaining their focus· Children to begin to understand how a character is feeling· Children show a strong attachment to particular books e·g· favourite story from home and can say something about the book· With support, they can talk with a partner about a story they enjoy· Children engage in back-and-forth conversations to keep pretend play going, sometimes with adult support· They recreate representations of imaginary and real-life ideas, event and objects·	Teacher invites pre-school children in for a shared story as a part of transition· Adults provide familiar books for children, including popular texts linked to their pre-school experiences· Adults providing inviting, cosy reading spaces, indoors and outdoors· Props to support storytelling and role play are available for the children to access e·g· puppets, role play masks, small world· Children are encouraged to bring a share a book from home with an adult or a friend· Adults model how to hold a book and turn the pages· Adults provide a range of dressing up resources e·g· hats, glasses, bags, shoes to support children to create a character in their play· Adults model dressing up, selecting resources and using character voices: "my character is a giant so I will use a deep voice and stomp around" All children are given an opportunity to participate in a class nativity, learning songs, dressing up as a character and learning performance lines· Props to support story telling are readily available in the provision e·g· story stones, story spoons, role-play masks, puppets· Adults support children with sequencing and retelling familiar stories· Untuned percussion instruments are readily available in the provision to support children's exploration of sound· Adults ensure a range of books are available to children throughout the provision (bumping into books) and the books supplements the focus text· Adults will model how to create invitations and posters to the Nativity· Adults will send an invitation to the children for the Christmas party· Adults will role model read/share a story in a space that allows time and quiet to enjoy a story· Adults read aloud daily with expression and enthusiasm, using uninterrupted time· Adults model how to hold a book and turn the pages· Adults will invite children to bring in favourite books and use daily book voting to support children to express preferences· Adults listen carefully, rephrase and extend children's sentences, and introduce new vocabulary in context· Adults support children with sequencing and retelling familiar stories using language: first, then, one day, the end· Untuned percussion instruments are readily available in the provision to support children's exploration of sound· Adults model different ways of holding and playing instruments·	Encouraging children to join in with simple nursery rhymes, starting with those learnt at pre-school· Encouraging children to join in with and learn words for nativity songs· Retelling Nativity story Pictorial instructions for sharing a book· Key taught vocabulary displayed in the classroom· Weekly visit from librarians to share a story·	Bank of nursery rhymes to share with parents with link to music· Dressing up accessories· Bump into books· Puppets/role play masks/small world· Story stones/story spoons·
By the end of Spring Term… Children show proficient and confident control of a variety of small tools and resources to make models and props to support retelling and enacting stories· With support, children make music in a variety of ways e·g· play with sound creatively, to accompany a familiar story· Children can create a story map· Children can start to understand how a character might say something and show expression· Children talk about and ask questions about different images, characters or events in books that are shared· They use recently introduced vocabulary in a range of contexts, inside and outside· Children act out stories through small world play, role play and puppets· Children show a growing understanding of the conventions of stories through talk and play· Children develop a storyline in their pretend play, sometimes with adult support·	Adults ensure props to support story telling are readily available in the provision e·g· story stones, story spoons, role-play masks, puppets· Adults model story telling language and different character voices· Adults model language such as: "once upon a time", "one day", "suddenly", "in the end"· Adults model using story-telling props· Fabrics and accessories e·g· hats, glasses, jewellery are readily available for children dressing up and creating or re-creating characters· A range of tuned and untuned instruments are available for children to explore and create sound effects· Adults support children with creating sounds and modelling how to play different instruments· Adults model creating different sounds for different actions and emotions to support story telling e·g· using windchime for rain, tapping a drum quickly for running· Adults read aloud daily with expression and enthusiasm, using uninterrupted time· Adults model posing questions: "I wonder what will happen next?" "I think…" Adults provide storytelling cards that prompt children with a story starter, setting or character· Adults offer small tools (scissors, glue, paintbrushes) and model safe use during prop-making activities· Adults listen carefully, rephrase and extend children's sentences, and encourage time words (first, next, then) during sequencing activities· Adults focus on developing children's language e·g· talking about their interests, introducing new vocabulary, modelling using new vocabulary in a range of contexts· Adults place recipe books, information books, and seasonal stories in role-play areas· Adults share books with children in their play·	Create story props using spoons, stones, cards, role play masks· Make props from craft, junk modelling materials and different objects in the classroom· Fabric for dressing up as different characters and accessories Story telling baskets created with children· Weekly visit from librarians to share a story· New nursery rhymes· Watch puppet shows, recreate stories using hand and finger puppets·	Stories Nursery rhymes/counting rhymes/songs· Dressing up accessories· Junk modelling Untuned percussion instruments Role-play masks· Funky finger activities· Small world Role play Puppets Bump into books·

By the end of Summer Term… Children can retell a story to some peers in their class Children share their ideas and listen to peer ideas· Children use an increasing range of words and phrases they have been introduced to through books, that they do not hear in everyday speech· Children show an awareness of how to bring a story to life by using their voices, facial expressions and body movements to tell a story· Children negotiate and plan with peers to make models needed for storytelling· Children adapt to and identify different roles and characters and negotiate with peers to take on roles· Children act out stories, including those scribed by other children, through actions or by using puppets·	Adults provide props and resources for children to make their own props for storytelling· Adults provide resources for children to make and create their own musical instruments to support the retelling of a story· Adults will model and provide resources so that children can create posters and invitations for their retelling of a story· Adults read aloud daily with expression and enthusiasm, using uninterrupted time· Adults model using the images and text to make predictions and inferences·: "I think··" "the picture shows··" Adults model correct sentence structure and tense when retelling stories· Adults model story telling language and sequencing·	Create story props using spoons, stones, cards, role-play masks· Create/make own story books using known stories and stories they have created-show chn how to bind paper e·g· staples, hole punch, sewing· Make props from craft and junk modelling materials· Make own small world characters/resources for storytelling· Story telling baskets created with children Make own musical instruments from junk modelling, create instructions on how to play it· Create own puppets and puppet theatre for storytelling· Create story maps for retelling· Weekly visit from librarians to share a story· Daily nursery rhymes	Stories and non-fiction books· Fabric, dressing up accessories· Untuned percussion instruments· Small world resources· Junk modelling and resources in the creation station·

To decide what they are going to explore in the environment and show increasing levels of perseverance, resilience and engagement. Child led play.			
Milestones Children can….	Implementation Adults will…. so that children can…	Additional enhancements and interests	Resources
By the end of Autumn Term… Children can explore all areas in the classroom and learning garden. With adult support, know how to use all the areas and understand what is in the areas. With adult support, children will be able to select the things they need for their chosen activity and any additional resources needed. Children are making new relationships and learning to play cooperatively with their peers. Children are learning to share a space with their peers. Children are starting to tell an adult what they would like to do and at the end of the explore time, they are able to explain what they enjoyed doing. With support, children will be able to link new knowledge and vocabulary into their play.	Adults will model how to use all the areas in the classroom and learning garden. Adults to give examples and extend their thinking so that children become confident in the classroom and learning garden and their own ideas. Adults to play name learning games so that children learn who their peers are in their classroom. Adults to play and model turn taking games so that children can play cooperatively with their peers. Adults to explain 'share and shine time' so that children can talk about their learning with their peers.	Photographs of how the children are using the area and an area for the children to keep their models, display their learning. Photographs of what the learning area looks like so the children can keep the areas tidy and know what is in each area. Turn taking board games. Tier 1, 2 and 3 vocabulary displayed in the learning areas.	A variety of resources inside and outside enhanced by adults or children's choice.
By the end of Spring Term… Children will be able to express what they would like to explore during continuous provision and what they are going to focus on. With support, children will be able to link new knowledge and prior knowledge into their play. With support, children will use taught vocabulary in their play. With adult support, children will be able to stay and complete an activity. Children will be able to answer 'why, what, when, how' questions. Children will be able to use a range of areas in the classroom and learning garden and not limiting themselves to some areas. Children can create a plan of what they would like to do in explore and challenge. Children can cooperate with others, allocating roles, turn taking, sharing. With some support, children can solve conflicts with their peers.	Adults to give examples/ideas what children can learn during explore and challenge time. Adults to ask 'why, what, how, when' questions during explore and challenge and show and shine time so the children can create a plan of what they would like to learn in explore and challenge time. Adults to scaffold/encourage an environment where conflict is resolved between peers through adults role modelling and key stories. Adults to hover and step in when appropriate to support children to come to a natural resolution.	Photographs of how the children are using the area and an area for the children to keep their models, display their learning. Show and shine time. Turn taking/sharing games.	A variety of resources inside and outside enhanced by adults or children's choice. Writing materials readily available for children to use.
By the end of Summer Term… Children will be able to express what they would like to explore during continuous provision and why they have chosen this and what they would like to achieve by the end. Children will be able to link any prior knowledge and new knowledge in their play as they interact inside and outside. Children can use taught vocabulary in their play. Children will be able to sustain focus on a chosen activity and come back to the activity if needed to complete. Children will want to involve their peers and adults into the play and explain what they are doing.	Adults to ask children why, what, when, how questions so that children can explain what they are doing in explore and challenge time. Adults will create a 'share and shine' time so that the children can talk about what they did during explore and challenge time and answer their peers questions. Adults will have high quality interactions with the children during explore and challenge so that children can use taught vocabulary and extend their sentences.	Take pictures of children in explore and challenge and completed activities to put up in the areas of the classroom. Key vocabulary displayed in the classroom. A space for the children to display their learning, so they can return to complete.	A variety of resources inside and outside enhanced by adults or children's choice. Writing materials readily available for children to use.

Children will be able to communicate with their peers giving instructions and roles· Children will be able to share the space and resources with others· Children will be able to ask 'why, what, how, when' questions to their peers· Children will be able to listen to others' opinions and ideas· Children will be able to use strategies taught if finding an activity difficult, if they need help, if they need other resources, such as asking their peers or adults for help, or trying a different way·			

Grow an insect-friendly garden and talk about changes observed over time.			
Milestones Children can….	Implementation Adults will…. so that children can…	Additional enhancements and interests	Resources
By the end of Autumn Term… Children begin to show interest and engage in the world around them. Children begin to use recently introduced vocabulary in a range of contexts, inside and outside. Children engage in back-and-forth conversations with an adult or a peer. Children begin to understand and follow simple instructions, with support. Children begin to understand 'who', 'what', 'where' questions and respond appropriately, with support. Children begin to share ideas and listen to peer ideas, with support.	**Create awe and wonder** Adults start the day with an exciting book or experience to draw children in and spark curiosity. Adults create an 'interest table' where collections of interesting things are found. Adults model describing objects on the interest table and talking about where they came from. Adults encourage children to add to the collection e.g. natural materials found on the ground during autumn. **Use open-ended questions** Adults pose Who? What? Where? questions during play and model full-sentence responses. **Enhance physical & language development** Adults demonstrate mixing / pouring actions in the investigation area: "I'm stirring the mixture. Now I'm pouring water into the bowl." Adults introduce and model using new vocabulary: mix, pour, stir, changed **Teach new vocabulary in context** Adults introduce words like changes, seasons, autumn, weather during activities and explain meanings while modelling sentences. Definitions are succinct and child-friendly Adults use vocabulary in context and model it in a sentence e.g. "the weather is windy today" **Embed books in play** Adults provide books linked to the learning and model sharing these with a partner. Adults provide relevant books within the provision for children to 'bump' into e.g. weather, seasons, construction	-Make a bug hotel following simple instructions and working in a small group -Seasonal walks - autumn, winter- talking about how we adapt to weather - clothing, keeping warm, dry etc. Looking for signs of autumn / winter -Information books about insects, spiders, plants, gardening and weather. -Opportunities for digging and burying things in the sand pit -Junk modelling resources to make insects, plants, bug houses, spider webs -Printing and painting using seasonal colours and fallen leaves, conkers, pinecones etc -Classroom 'investigation' area with items of interest for the children to explore	Fallen leaves, conkers, pinecones, spider's webs to explore Images of bug hotels, sticks, bricks etc Gardening tools and clothing Non-fiction books
By the end of Spring Term… Children use recently introduced vocabulary in a range of contexts, inside and outside. Children talk about and ask questions about different plants, animals, insects and environments. Children show a growing understanding of the world around them and begin to use and ask 'who', 'what', 'where' questions. Children begin to understand 'how' and 'why' questions, sometimes with support. Children use talk to organise themselves and their play. Children begin to talk about changes they have observed over time. Children show proficient and confident control of a	**Create awe and wonder** Adults take children outside to broaden their experiences of the natural world, habitats, insects and growing. Adults support children to develop their noticing and observation skills through looking closely at plants, habitats and insects. drawing plants, flowers and insects. Adults provide a variety of seeds and plants for children to explore using their senses. Adults model touching, looking at and smelling the seeds. Adults model language to compare and describe the seeds: small, tiny, large, round, flat, striped Adults model how to plant seeds so that children plant their own seeds to grow food e.g. peas. Adults support children to identify what plants need to thrive and recall the planting sequence. **Teach new vocabulary in context** Adults show children plants, animals and insects in real-life as well as in books. Adults use these opportunities to model subject specific language e.g. mini beast, habitat, exoskeleton as well as more familiar vocabulary such as leaf, insect, vegetable in context. Adults model describing what they can see and posing "I wonder…" questions. **Enhance physical & language development**	Instructions linked to interests- e.g. investigation area - how to look after tadpoles and observe changes (life cycle). Life cycle puzzles, make own visuals and label. Books about lifecycles, changes, plants, seasons Chicks/ducklings to hatch and observe life cycle, with opportunity to talk about changes observed and sequence pictures of changes Seasonal walks - winter, spring - talking about how we adapt to weather - clothing, keeping dry. Changes in plants / environment as seasons change Explore seeds and plant them. Create and plant a sensory garden in the school grounds. Make a bird feeder for the garden	Seeds from different plants to explore example bird feeders to fill and re-create mini-beast and insect books curiosity cube tadpoles and tank chicks/ducklings art materials for observational drawing examples of observational drawing

variety of small tools and resources·	Adults provide magnifying glasses and insect catchers in the investigation area to support and develop children's observations skills· Adults model 'noticing' skills and associated language: "I can see..." "Look there is a ..." Adults model using observational skills to carefully draw plants, flowers and insects· Gardening tools are readily available and adults model how to safely use them e·g· trowels, watering cans· **Use open-ended questions** Adults pose how? and why? questions and provide models of how to answer these in sentences· Adults support children to answer who? what? where? questions using relevant vocabulary and full sentences **Embed books in play** Adults provide books throughout the provision to support children's interests in the outdoor environment - plants, animals, insects· Adults model using the books to find information and to answer questions· They use terminology such as: non-fiction, information, contents, photograph, diagram, label	Look after tadpoles and observe changes (life cycle) curiosity cube - observe changes to plants, flowers, ice etc observational drawings / paintings using charcoals, chalks, watercolours etc	gardening tools and clothing
By the end of Summer Term... Children use an increasing range of words and phrases they have been introduced to through books and activities, that they do not hear in everyday speech· Children confidently share their ideas and listen to peer ideas· Children use knowledge and skills gained from gardening to plant and grow their own sunflower· Children confidently talk about changes to plants they have observed over time· Children begin to respond to 'how' and 'why' questions, with support and begin to ask 'how' and 'why' questions· Children use a variety of tools accurately and independently·	**Enhance physical & language development** Adults provide a range of pots, seed trays, bulbs, seed packets for children to grow their own insect-friendly plants· Gardening tools are readily available and adults model how to safely use them e·g· trowels, watering cans· Adults provide a range of seed packets for children to explore and learn about sowing and growing seasons, insect friendly plants, size of grown plant etc· Adults model reading and using the information on the seed packet to help them plant the seed· **Create awe and wonder** Adults support children to explore lifecycles of butterflies / tadpoles· Adults provide real-life experiences such as tadpoles or live chicks in the classroom for children to make observations and talk about what they notice· Children plant their own sunflower and capture its growth using observation and maths skills· **Teach new vocabulary in context** Adults introduce and model new vocabulary in context: bulb, seed, plant, pot, trowel, insect-friendly, insect· Adults model describing what they can see when observing changes· Adults use time words: before, yesterday, earlier, now **Use open-ended questions** Adult pose 'why' and 'how' questions and provide sentence stems to support responses· "It is because..." "I think...·" **Support creative expression** Adults support children to develop their noticing and observation skills through drawing plants, flowers and insects·	-Set up snack station with the children· Children prepare own fruit snack· Look at inside of fruits at seeds· Visual instructions on how to prepare different fruits / vegetables· -Beach visit - captions for photos, maps, labelling -Sunflower challenge - chn to plant and grow their own sunflower (sunflower challenge, maths links) -seeds from fruits to explore and investigate - sorting, grouping, talking about similarities/differences, planting and growing -Seasonal walk - summer - compare to photos from previous seasons, talk about clothing, changes observed over time -Chicks/ducklings to hatch and observe life cycle - talk about changes, parent/animal similarities and differences, create/draw life-cycle -make signs and labels for garden -create / build bug houses/habitats -observational drawings of garden, farm, chicks etc	photos from trips photos of chicks/ducklings hatching gardening tools and clothes signs for garden/plants

Autumn term Teach children to...			
Oracy focus	**C&L**	**PSED**	**PD**
Attention, listening and understanding Understand they need to look at who is talking to them Understand they need to think about what the person is saying Listen to and understand instructions about what they're doing, whilst busy with another task ***Vocabulary*** Link new words to those already known ***Speech sounds*** Produce speech that is clear and easy to understand, though may still have some immaturities Break words up into syllables, e·g· "Fri··day" – 2 syllables, "Sat…ur··day" – 3 syllables Recognise words that rhyme or sound similar, e·g· "Cat and hat – they rhyme", "Bananas and pyjamas – they sound similar" Work out what sound comes at the beginning of a word, e·g· "Sit begins with 's'· Sun, silly, Sam and sausage all begin with 's'·" ***Sentence building and grammar*** Use some irregular past tense words, e·g· "I drank all my milk", "She took my teddy" ***Conversations and social interaction*** Start conversations with other people and join in with group conversations Join in and organise role play with friends	-Continue to use words like 'because' / 'or' to extend their sentences/ language -To answer who, what, where and why questions· **-Use the personal pronoun 'I' in speech when talking about themselves·** -Listen to what another is saying and respond with a sensible comment or question -Verbally responds to others - use key vocabulary taught -Communicate their thoughts and feelings· -Sing songs, rhymes and poems· -Speak in a sequence of sentences that link together· -Understand how to listen carefully and why listening is important· -Take part in pretend play communicating and negotiating with friends· -Start a conversation· -Have a 2-way conversation about a topic that interests them· -To ask who, what, when, why questions· -To retell simple stories in the correct sequence using pictures, props or story maps· To recall key events, characters and settings with increasing independence· -To join in with repeated refrains and key phrases· -To take it in turns to speak· -To talk about familiar books· -To engage in imaginative play· -To use social phrases to communicate their needs e·g· can you help me with; can I go to; can I play· -To follow a set of instructions· Maintains attention long enough to complete the instruction without reminders -To use talk to organise themselves ands peers in their play: Let's go in a bus… you sit there··· I'll be the driver' -To describe events in some detail· -To understand we have similar and different likes but we are all part of the school community· **-To talk in sentences of up to 4 words (present and past tense)** **-To talk in sentences of 6* words or more (present and past tense)**	-Use feeling words- sad, happy, nervous, excited, worried, frustrated to describe how they are feeling· -Includes others in their play· -Wait for their turn· -To share and take turn with others· -To play alongside others· -To be able to encourage others to express their opinions and have a go· -To express their feelings and consider the feelings of others· -To dress themselves with basic items· -To think about the perspectives of others· To follow school routines e·g· for lining up, washing hands, going to the toilet· -Meet their own needs; get a drink if they are thirsty· -Make healthy choices about looking after their bodies e·g· washing hands· -To understand the expectations and classroom routines· -Go to the toilet independently· -To know words linked to ownership, understanding 'your's, 'mine' and 'ours'· -To settle to some activities, showing engagement and concentration that interests them· -To have another go at something they find hard· -To build constructive and respectful relationships with peers· -To identify and moderate their own feelings socially and emotionally· -To understand and follow simple rules and instructions in unfamiliar games with guidance from an adult· -To be aware of how to keep others safe when using the equipment· -To experience play based challenges that build resilience and body awareness· We follow the PSHE scheme-SCARF· In Autumn term we focus on: Me and My relationships and valuing difference·	-Has strength of muscles to use tools· -To hold their body in different positions to make noises (instrument or body percussion)· -To hold an instrument in a comfortable position· -To know how to move their body safely and in their own space· -To use one dominate hand for writing· -To find a comfortable position that supports their core strength· -To make marks using a writing implement· -To use a secure grip when using different tools e·g· Paintbrush, spatula· -To bend at the wrist to support writing· -To use scissors to make snips· To hold scissors in 1 hand (may be incorrect grip) and cut along a line (straight and curved) -To move energetically, such as running and jumping· -To pedal trikes or similar· -To move and stop safely· -To use a range of movements to travel (hop, jump, slide, skip)· -To move around obstacles· -To climb over and under obstacles· -Can demonstrate spatial awareness· -Can show coordination e·g· climb confidently, catch a large ball· -To show basic movements that show co-ordination e·g· running, crawling, walking, jumping, hopping, skipping, climbing· -To use large construction to build· -To know exercise is part of keeping our body fit· -Can balance on 1 leg· -To move requiring a quick change of speed and direction· We follow Complete P·E· In Autumn term we focus on: Locomotion walking and locomotion jumping·
Literacy	**Maths**	**UW**	**EAD**
-To read some common exception words (detailed on phonics overview)· -To use phonic knowledge to decode regular words and read them aloud accurately· -To read words and captions consistent with phonic knowledge by sound blending· -Orally blend some simple CVC words· -To recognise their name· -To show book behaviours, start at the front, turn the pages· Point to the words on a page· -To know print is read left to right and top to bottom·	NCETM mastery maths· See separate planning· Subitising within 3· Focus on counting skills· Composition Subitising Comparison Counting, ordinality and cardinality· White Rose maths planning· See white Rose maths planning· Match, sort and compare	-To recognise some similarities and differences between life in this country and other countries· -To use atlases to discover places· -To recognise that people have different beliefs and celebrate special times in different ways· -to share own experiences, beliefs· -To understand that some places are special to members of their community· -To understand the message/key theme/learning point in a traditional tale· -To know how to switch on an IPAD· -To know how to access an app· -To know there are different types of technology·	-Using their body to move to music (speedy, slow)· -To watch dance and performance art, expressing their feelings and responses· To learn repeated actions to go with a poem and story to prompt their memory of the story sequence· -To give ideas of actions to go alongside poems, stories and nursery rhymes with story themes and enjoy taking part· -To know that different media creates a different effect e·g· chalk can draw on anything, felt tips are bright, crayons weaker colour· -To draw shapes, draw straight and curved lines·

-Respond to 'tell me what happened' using 'then' to help them sequence part of a story. -To answer basic retrieval questions e.g. who or where questions. -To show understanding of what is read by or to them by naming main characters and key events. -To pick out simple information from books (fiction and non-fiction). -To find the title of the book. -To have a broadened experience of stories and then name stories that they have read and enjoyed. **-To write recognisable letters, most of which are correctly formed in the school-agreed style. (A1)** -To use vocabulary linked to sequencing. **-To write CVC words. (A2)** **-To break the flow of speech into words. (A1)** **-To write their own name. (A1)** **-To link sounds to letters. (A1)** **-To orally segment the sounds heard in words. (A1)** **-To represent initial sound using taught phonics. (A1)** **-To grip a pencil between two fingers and thumb (tripod grip) (A1)** **-To retell simple stories. (A2)** **-To describe an event or object using a picture prompt. (A2)** **-To use clearly identifiable letters to write a word that can be read by others. (A2)** **-To write words that can be read by others, in meaningful contexts. (A2)** -To write labels and phrases. (A2) **- To spell words by identifying sounds them and representing the sounds with a letter or letters. (A2)** -To write the sounds in CVC words in the correct order. Identify the number of sounds in words. (A2) -To know when writing at a table, to sit on a chair with both feet flat on the floor. (A2) -To know when writing at a table, to sit on a chair with their back against the back of the chair. (A2) -To know when writing at a table, to have their elbow and forearm on the table. Use a comfortable grip with good control when holding pens and pencils. Use one dominate hand for writing. (A2)	Talk about measure and patterns It's me 1,2,3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides By the end of Autumn Term children will be exposed to writing numerals 0-5. Days of week song link with History – today, tomorrow, yesterday, this week, last week -Counting beats in names/words.	-To know how to select camera icon and push touch screen to take a photo. -To know how to use technology safely- internet safety. -To engage in the world around them. -To talk about things they see and hear in the environment. -Identify key signs/images for current season. E.g. leaves change colour and fall from the tree in autumn. -To know and use phrases a long time ago/many years ago and know these relate to time before they were born. E.g The Christmas story.	-To name red, yellow and blue. -To name some secondary colours. -To use hands, brushes, natural resources. -To create using paint and different media-paint, paper, natural objects. -To know objects, shapes, textures can be transferred to paper e.g. handprint/rubbing. -To mould dough/clay by pinching, rolling, stretching and squeezing. -To roll printing ink/paint over found objects to create prints. -To stroke the paint brush one way. -To know how much paint to put onto the paintbrush. -To know paintbrushes, have different thicknesses; this affects the thickness of the lines they can be used to create. To create a painted self-portrait using mirrors. To use the language of designing and making (join, build, shape). To handle equipment and tools safely and effectively. To have experience of different types of materials. To use a glue stick, cello tape dispenser.

Reception Aspirations Curriculum

Spring term Teach children to...

Oracy focus	C&L	PSED	PD
Attention, listening and understanding Understand longer 2 to 3 part spoken instructions e.g. "get your coat, then choose a partner and line up by the door" Understand 'how' and 'why' questions ***Vocabulary*** Understand that words can be put into groups or categories, and give examples from each category e.g. animals, transport, food Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them, E.g. Soon, early and late; square, triangle and circle; soft, hard, and smooth; big, tiny and tall ***Sentence building and grammar*** Join phrases with words such as 'if', 'because', 'so', 'could', e.g. "I can have a biscuit if I eat all my dinner" ***Storytelling and narrative*** Re-tell favourite stories - some parts as exact repetition and some in their own words, e.g. "…going on a bear hunt, going to catch a big one, we're not scared…and he chased them all the way home" Describe events. These may not always be joined together or in the right order, e.g. "Daddy was cross. We was late for the football. It was broken. The car tyre" ***Conversations and social interaction*** Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed	-Asks relevant and purposeful questions of others. -To use the correct tense when speaking -To extend their sentences to add more detail so they can communicate their needs, thoughts and feelings more clearly. -To use vocabulary related to topics taught. -To use connectives in a sentence other than and or because. -Listen to others points of views. -To respond to an answer or idea with further questions to help deepen my understanding. -To understand how to listen carefully and why listening is important. -To listen to stories and then ask questions and talk about them to help build understanding. -To express their preferred role within play. -To negotiate which role they might play. -To express their feelings and thoughts/opinions in different contexts: imaginative play, class discussions. -To retell a new story with a beginning, middle and end. -To negotiate by giving a reason why they want to do something. -To follow instructions. -To ask 'who' 'what' 'where' questions to find out more information e.g. in their play, linked to stories shared. -To listen to music and identify sounds (sound discrimination).	-To express their feelings and consider the feelings of others. -To build confidence, self esteem and skills to help children take bold steps in music. -To understand the importance of their contribution as part of a whole team. -To understand other people's feelings (through stories and real life). -To use taught strategies (waiting/turn taking). -To think about the perspective of others. -To try another way when their first solution doesn't work. -To solve their own problems without continued adult support. -To share what they have enjoyed doing. -To initiate a game with a partner or small group sometimes with adult support and show an interest in new play. -To take more risks using equipment. -To organise themselves to keep themselves and each other safe. -To follow taught routines and class rules without each part of the sequence being prompted. -Respond to an adult when they have been asked to do something. -To recognise some healthy and unhealthy foods. We follow the PSHE scheme-JIGSAW	-To use core muscles to sit upright and achieve a good posture on a chair or on the floor. -To listen to music and move their body. -To use a range of tools competently, safely and confidently. -To develop their small motor skills so that they can use a range of tools competently, safely and confidently. -To balance on and off equipment. -To correctly grip scissors and cut out a shape. -To revise and refine the fundamental movement skills- rolling, crawling, walking, jumping, running, hopping, skipping and climbing. -To move requiring a quick change of speed and direction. -To develop body awareness to increase their abilities around depth perception. -To avoid obstacles. **-Develop core muscle strength to achieve and support good posture when sitting at a table or sitting on the floor. (S2)** We follow Complete P.E. In Spring term, we focus on: Dance and ball skills.

Literacy	Maths	UW	EAD
-To read some common exception words. -To use phonic knowledge to decode regular words and read them aloud accurately. -To read words and simple sentences containing taught graphemes. -To correctly form all taught letters of the alphabet. -To show clear ascenders and descenders. -To show the difference in size between lower case and upper-case letters. -To represent initial, medial and end sounds using taught phonics. -To order letter cards alphabetically. -To use a tripod grip with increased confidence. -To use sequencing words to sequence events when retelling a story-beginning, middle and end. -To use what has happened so far in the story to help them predict what could happen next (using their own life experiences). -To know what a setting is and be able to identify where stories they read are set. -To ask questions about a text being read to them. To say what they like about stories that they have read. -To recognise how someone is feeling from the way they behave. To use this knowledge to link this to how characters behave in stories. -To identify the main events and characters in a book they have been read. --To retell a familiar story using predictable phrases. -To use vocabulary related to topics and books they have read altogether. -To know the personal pronoun 'I' relates to themselves and use 'I' in writing. -To know that there are words that can be used to describe objects, people and things. To know that these describing words can be part of a sentence. To orally compose a sentence that includes descriptive words. **-To write taught common exception words that are spelt correctly (a, I, the) (S1)** **-To write labels and phrases. (S1)** **-To say a short phrase aloud before writing (in response to a prompt). (S1)** **-To use future tense orally. (S1)** **-To write phrases that can be read by others, in meaningful contexts. (S1)**	<u>NCETM mastery maths. See separate planning.</u> Subitising Counting, ordinality and cardinality. Composition Comparison <u>White Rose maths planning. See white Rose maths planning.</u> Alive in 5 Mass and capacity Growing 6, 7 and 8. Length, height and time. Building 9 and 10 Explore 3-D shapes. By the end of Spring Term children will be exposed to writing numerals 6-10. Children introduced to + - = symbols Counting in 2's to 10. Simple grid coordinates D2 Tally 6-10 Days of week song link with History - today, tomorrow, yesterday, this week, last week	-To recognise some similarities and differences between life in this country and other countries. -To use atlases to discover places. -To recognise that people have different beliefs and celebrate special times in different ways. -to share own experiences, beliefs. -To understand that some places are special to members of their community. -To understand the message/key theme/learning point in a tradition tale or fable. -To understand celebrations in stories e.g. Easter story. -To describe what they see, hear and feel whilst outside. -To explore the natural world around them. -To ask questions about different plants, animals, insects and environments e.g. what they see, how things move. -Talk about changes they have seen over time e.g. changes in seasons, weather, garden. -Group and name members of a category e.g. plants, insects.	-Using their body to move to music (speedy, slow). -To watch dance and performance art, expressing their feelings and responses. -To explore and engage in music making and dance, performing solo or in groups. -To show their understanding in their everyday play. -To show in their own way recognisable objects/people with some basic features e.g. eyes, hair. -To use their body and body percussion/instruments to help describe a characters' actions/movements. -To develop storylines in their pretend play. – To draw some simple representations of common objects. – To explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs. -To draw recognisable shapes/objects/people with some basic features e.g. eyes, hair. -How to get different effects from different media e.g. chalk can smudge. -To make thick lines and thin lines (e.g. with different paintbrushes). - To mix colours to make new ones. -To make a repeated press print pattern with chosen objects. -To make choices about the materials they use. To mould dough/clay into a shape of a specific object by pinching, rolling, stretching and squeezing. -To know that materials can be joined together in different ways e.g. construction, outside. -Choose and use particular colours to paint pictures e.g. green for a tree, brown for certain animals etc. **--To draw common shapes. (S1)** **To show accuracy and care when drawing (S2)** **Draw simple representations of common objects (S2)**

-To identify specific successes in their writing, with adult support, e·g· identify a diagraph in their writing· (S1) -To use 'went' as the past tense of 'go'· (S1) -To separate 2 words with a space· (S1) -To segment the sounds in simple words for spelling· Use taught digraphs in writing· (S1) -To know when writing at a table, what a good position for writing looks like· (S1) -To write taught common exception words that are spelt correctly (to, no, go, into, my)· (S2) -To write short sentences that can be read by others, in meaningful contexts (S2) -To say a complete sentence aloud before writing (S2) -To remember the sentence, they have said aloud before writing (S2) -Use 'and' in an oral sentence to extend their sentences (S2) -To describe events in detail using pictures or other prompts (S2) -To write short sentences that end with a full stop (S2) -To use a full stop at the end of a sentence· (S2) -To separate words with spaces (S2) To spell words using correct GPS's· Identify the parts of common exception words that are hard to spell (S2) -Spell 'went' as the past tense of 'go' (S2)			

Reception Aspirations Curriculum

Summer term Teach children to…			
Oracy focus	**C&L**	**PSED**	**PD**
Vocabulary Name objects, characters and animals from a description, e·g· "It lives in the jungle and is fierce with big teeth and is stripy·" Children at this age will ask if they are unsure Use words more specifically to make their meaning clear, e·g· "I didn't want my yellow gloves, I wanted the spotty ones that match my hat" ***Speech sounds*** Develop good knowledge and understanding of sounds and words, which are important for reading and spelling ***Sentence building and grammar*** Use well-formed sentences, longer sentences and sentences with more details, E·g· "I made a big round pizza with tomato, cheese and ham on top" Ask and answer 'what', 'where', 'when', and 'what could we do next' questions Show that they can use language to reason and persuade, e·g· "Can I go outside because it's stopped raining?" ***Storytelling and narrative*** List events with some detail, E·g· "We went to the seaside and I made the biggest sandcastle ever and we ate fish and chips on newspaper" add something that's gone wrong in their own stories, e·g· "…but the little boy dropped his big ice cream on the floor and he was very sad and crying…" Use longer and more complicated sentences within their stories, e·g· "When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile" ***Conversations and social interaction*** Use language to communicate a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings, E·g· "Can we go to the park after school today – it's a lovely sunny day and it will be fun" Give details that they know are important and will influence the listener, e·g· "Ahmed fell over that stone, Javid didn't push him"	-Explain, so that others understand their needs, thoughts and feelings - Explain their point of view clearly when they disagree with an adult or a friend· -Use talk to work out problems and organise thinking· -Use the correct tense when speaking· -Use talk to take on different roles during imaginative play· -Hold conversations which respond to something the other person said· -Ask questions about what they have heard· -Use different voices for different characters or types of presentation· -Articulate their ideas and thoughts in full sentences· -Use vocabulary related to topics taught and books they have read together· -To understand how to listen carefully and why listening is important· -Respond to an idea with further questions· -Use new vocabulary in different contexts· -Give more detail to explain why they think something happens· -Use talk to <u>Draw conclusions:</u> 'The sky has gone dark maybe that means It might rain'· <u>Explain effect:</u> 'It fell over because it was too tall·' <u>Make Predictions</u>: 'It might not grow in there if it is too dark·' <u>Speculate:</u> 'What if the bridge falls down?'	-To give praise to others· -To adapt and change their plan if they need to change their first idea· -To understand people have different likes/dislikes· -To listen to other's ideas and take them into consideration· -To express their feelings and opinions· -To manage their own needs· -To think about other people's perspective on a situation/others points of view· -To turn take and share with others· -To show resilience and perseverance in the face of challenge· -To reflect and self evaluate their own work· -To explain their play to an adult· We follow the PSHE scheme-SCARF· In Summer term we focus on: Being my best and growing and changing·	-To move with energy e·g· dance· -To adjust speed and change direction· -To acknowledge others spacial needs and to adapt their body accordingly· -To negotiate space and obstacles safely· -To revise and refine the fundamental movement skills-rolling, crawling, walking, jumping, running, hopping, skipping and climbing· -Use simple gardening tools safely and effectively e·g· trowel· **-To use a range of small tools, including scissors, paint brushes and cutlery· (S1)** We follow Complete P·E· In Summer term, we focus on: gym floor high, low, over and under, gym floor moving, games for understanding and rackets, bats, balls and balloons·
Literacy	**Maths**	**UW**	**EAD**
-To listen to an idea to improve writing· -To say what part of the story they like best and why· -To talk about their favourite stories, comparing them to each other· -To recognise that additional information may be contained in illustrations, diagrams etc· -To compare what they thought might happen with what actually happened in a story· -To anticipate key events in stories being read to them (using pictures to support)· -Answer 'what do you think will happen next' questions where the outcome is clear· -To use story telling language-once upon a time, happily ever after· -To develop their own narratives and explanations by connecting ideas and events· **-(dictated) write short sentences- containing words with known sound-letter correspondences using a capital letter and full stop· (S1)** **-To say a complete sentence aloud before writing (S1)** **-To remember the sentence, they have said aloud before writing (S1)** **-To use 'because' in an oral sentence to give a reason· (S1)** **-To orally retell the whole a familiar story (beginning, middle and end)· (S1)** **-To use past tense verbs ran, walked, drank, fell, sat, jumped, found in speech· (S1)** **-To write short sentences contained words with known sound-letter correspondences using a capital letter and full stop (s1)** **-To write sentences beginning with 'I' (S1)** **-To form capital letters (T,I,M)· Use a capital letter at the start of a sentence (S1)** **-To write phonetically plausible attempts at multisyllabic words (S1)** **-To link sounds to letters, name and sounding the letters of the alphabet·** **-To hold a pencil in a tripod grip in preparation for fluent writing (S1)** **-To separate words with spaces (S1)** **-To write taught common exception words that are spelt correctly (put, of, as, his)· (s2)** **-Use the correct tense when speaking, especially with irregular verbs e·g· went· (s2)**	<u>NCETM mastery maths· See separate planning·</u> Counting, ordinality and cardinality· Subitising Composition Comparison· <u>White Rose maths planning· See white Rose maths planning·</u> To 20 and beyond How many now? Manipulate, compose and decompose· Sharing and grouping Visualise, build and map· By the end of Summer Term children will be exposed to writing numerals 11-20· Reinforce + - = symbols Year 1 readiness square paper modelled in continuous provision 1 digit per square Increasing subitising to 10 Tally 11-20 Months of year song	-To express what they have enjoyed about music from different cultures and performing· -To share and revisit favourite stories/poems from a variety of different cultures of their choice· -To know how different stories, rhymes and poems celebrate different cultures· -To comment on images of familiar situations in the past· – To notice and talk about changes in their environment· – To interact with the outdoors to foster curiosity by having freedom to touch, smell and hear the natural world around them· – To talk about how we care for the natural world around us· To use the natural world to enhance their play· -Plant and grow a sunflower e·g· sunflower· -Name parts of a plant: leaf, stem, flower, petal, root· -Notice and talk about the changes that happen to plants as they grow· -Care for a plant/flower and know what plants need to grow and thrive· -Respect and care for the natural environment and all living things e·g· chicks, learning garden· -Talk about changes observed over time e·g· weather, seasons, garden,themselves· -Record what they see in the natural world around them through drawings or digrams· -Sequence three stages of animal growth, including humans· E·g simple life cycle· -Understand the effect of changing seasons on the natural world around them·	-To confidently understand their body and move to music· -To perform as part of a group using resources they have created· -To create a story with named characters using a variety of materials· -To make a storybook of their own/class (creating a front cover) and to show pictures/words to support their story· -To add detail to drawings which represent objects e·g· details on a face, eyes, nose, mouth· -To know how to make some secondary colours· -To compare their work to someone else's (e·g· artist) and notice some things that are the same and different· -To mould dough/clay into a shape of a specific object and add detail to it (e·g· tools to make marks on it to decorate)· -To combine materials to create new textures (e·g· paint and sand/lentils)· -To use simple tools and techniques to shape, assemble and join materials· -observational work, nature rubbings, bug art with natural resources· To know that we can get ideas about how to design and make something by looking at examples· -Observation of sunflowers· Van Gogh· To know that Van Gogh is an artist who creates observational drawings· -To know that Andy Goldworthy uses natural objects to create artwork· -To know that art is not always flat· It can be 3D· -Use props and materials to enhance imaginative play· **-To show accuracy and care when drawing (S1)**

-To re-read a sentence to check in makes sense. Listen to or state an ideas to improve writing in conversation or discussion (s2) -To use a capital letter at the start of a sentence (S2) -To use a full stop at the end of a sentence (S2) -To write taught common exception words that are spelt correctly (put, of, as, his. (S2) -To know the alphabet song (S2) -To form lower case letters correctly using print or in line with the school's handwriting progression (S2) -To develop the foundations of a handwriting style which is fast, accurate and efficient (S2)		-Talk about the basics of sun safety. -	

- Further develop the oracy section and implementation to include examples of language used by adults and children.
- Make things consistent e.g. all LOs starting without 'to'
- Develop Maths LOs section so that the taught content is clear
- Reference school subject specific curriculum – include the actual learning
- Complete key texts and parallel texts section.

Statutory Educational Programmes

Communication and Language	Personal, Social and Emotional Development	Physical Development
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, storytelling 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.	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.	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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
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).	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.	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.	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.